

# The BUSINESS EDUCATION world

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VOL. XIX  
NO. 9  
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# The BUSINESS EDUCATION WORLD

270 MADISON AVENUE, NEW YORK



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THE BUSINESS EDUCATION WORLD is published monthly (except July and August) at 34 N. Crystal St., East Stroudsburg, Pennsylvania, by The Gregg Publishing Company, John Robert Gregg, President; Guy S. Fry, Secretary-Treasurer; Hubert A. Hagar, General Manager. Executive and editorial offices, 270 Madison Avenue, New York, New York; Boston Office, Statler Building, Boston, Massachusetts; Chicago Office, 6 North Michigan Avenue, Chicago, Illinois; San Francisco Office, Phelan Building, San Francisco, California; Canadian Office, 1200 Bay Street, Toronto, Ont., Canada; European Office, The Gregg Publishing Company, Ltd., Gregg House, 51 Russell Square, London, W. C. 1, England; Australian Office, The Gregg Publishing Company (Aust.), Remington House, Liverpool Street, Sydney, New South Wales; Agency for India and Farther India, Progressive Corporation, Ltd., Bombay. Printed in the U.S.A.

Subscription rates: \$2 a year; 20 cents a copy in the United States; \$2.25 a year to Canada; \$2.50 a year to all other foreign countries.

Copyright, 1939, by the Gregg Publishing Company.

Entered as second-class matter at the Post Office, East Stroudsburg, Pa., under the Act of March 3, 1879.

The contents of this journal are indexed monthly in the Educational Index.

## *What Next?*

**G**N our April editorial, we spoke of the deadline—a day's work planned and finished. If we are really going to use the deadline as a spur to definite accomplishment, we must ask ourselves the question, "What next?"

### *What Next, Teacher-Training Institutions?*

Before giving further thought to the improvement of the instruction of teachers in training and of teacher certification on the secondary school level, establish a set of minimum certification standards for the members of your own business-education faculties.

All candidates for appointment to a business-education faculty in a teacher-training institution should have recent and worth-while experience in teaching in secondary schools, also business experience in using the subject matter or business skills they expect to pass on to their teachers in training. Those teachers already members of teacher-training faculties should devise some practical plan for periodically returning to the secondary school and the business office for a sufficient length of time to bring about whatever rehabilitation may be necessary.

These standards will be welcomed by those college presidents and deans who are not specialists in business education and who are attempting to meet, without adequate guidance, a growing demand that is considerably beyond the supply of competent teacher-training instructors.

### *What Next, Graduate School Faculties?*

Conduct a survey of business-education surveys and publicize the results "without fear or favor." Let business educators know what subjects do not need research, as well as what subjects are in need of research; what surveys are wasted effort, as well as what surveys are needed.

Set up the machinery that will enable those institutions that wish to do so to obtain the stamp of approval of a national research bureau for each subject chosen for research before that subject receives the approval of the local graduate committee. Too many pseudo researches are being circulated and quoted and used as the basis for further research, which, if submitted to a capable evaluation board, would not qualify according to accepted research specifications.

### *What Next, Secondary School Faculties?*

Utilize supervised correspondence courses to enrich your curriculum, especially in the evening school.

Keep in touch with the activities of the Alfred P. Sloan Foundation. This new foundation has an endowment of \$10,000,000, which is to be used to humanize economics, mainly in the high school. It has three goals: bringing economics in modern dress into the classroom; taking pupils out of the classroom to see economic enterprises in action; taking teachers out of the classroom for the same purpose. Is

there any good reason why you and your students should not participate in this program?

On page 718, you will find a report of a historic conference held last month at Stephens College, Columbia, Missouri. This conference was held in co-operation with the Sloan Foundation in order to determine the next steps in consumer education.

Consumer education certainly belongs in our "What Next?" group. In the opinion of Dr. Harap, who reported this conference for us: "The conflict between business and the school represents an educational problem of the first magnitude. It involves the use of unbiased information, freedom of inquiry into the quality of goods produced, and the integrity of teaching."

Before taking the next step with regard to the teaching of consumer education in your school, study carefully the complete report of this conference and give special consideration to the opinion of many of the conferees that consumer education must be a part of several subjects. A comprehensive program will require a co-operative development among several instructors representing several departments.

### *What Next, Each of Us?*

What next? Surely a stimulating question for each one to ask himself. It is easy to continue going round and round in a circle, but we never get anywhere. Let us follow a straight line to somewhere.

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# THE BUSINESS EDUCATION WORLD

VOL. XIX

MAY, 1939

No. 9

## We Agree to Agree

G. H. ESTABROOKS, PH.D.

*Professor of Psychology, Colgate University*

DESPISE the many conflicting views as to the nature of skill and methods for its development, we simply must get down to a set of working principles that are at least partially right.

Certain questions we can side step as being mostly of theoretical interest; others we can answer with that very useful word "probably"; while still others are much closer to actual solution.

But if we spend too much time on the theoretical side, we may not get much work done. "This man wastes very little time in thought" was a genuine recommendation given an executive—and it has its points.

We endeavor to submit a compromise platform, so to speak, that would be acceptable to most psychologists. At any rate, it gives us a working basis.

For instance, we can agree that efficiency is maximum output consistent with the health and happiness of the individual. Even if the efficiency engineer objects, we can point out that his criterion, simply a maximum output, is very short-sighted. Without health, the worker's output will not hold up very long.

Then, as to the nature of skill. We can't go far wrong if we regard skill as being highly specific—skill in typing,

shorthand, running a lathe or driving a car. Please note that such a view does not attempt to dispose, in one sweeping statement, of those who hold with a "general" factor or with "group" factors. That would be ridiculous. We are simply playing safe. Even if they are right, we can't be very wrong from a practical point of view. Our system will give results in training for skill, right or wrong; whereas, should we hold stubbornly to the view of a "general" or of "group" factors and train our pupils accordingly, we might impair their efficiency.

This view, of course, minimizes any effect we may expect from transfer of training. Once again, we don't deny—we just side-step. Perhaps transfer does really play an important part in training. The weight of evidence seems against such a proposition, but even so we have very little to lose and much to gain if we ignore this principle in training, say, typists.

In other words, the best possible training is training on the job. Don't let us confuse training and testing. Certain tests may be very useful for finding potential truck drivers, but the best way of learning to drive a truck is to drive a truck.



G. H. ESTABROOKS

And note a very important point. Your pupil drives the truck—or learns to type—under one instructor and with one system of rules. (Even two instructors using the same shorthand manual can teach very differently on minor points, little tricks of handling notebook and pen, which may interfere with each other and so hamper efficiency.)

Perhaps the most annoying problem in this whole question of skill is that of fatigue. Some investigators even claim that fatigue is simply non-existent, at least in small muscle work.

Actually this word fatigue has at least three usages. We may mean toxin accumulations, work decrement, or the feeling of weariness, and they are not necessarily interrelated. You may feel exhausted when you leave the office but roller skate for three hours before supper—and enjoy it. Muscio, who has perhaps written best on this question, recommends that the word "fatigue" be banned completely from scientific discussion.

But we can't do that. Most psychologists would, I think, agree to the following view. Fatigue is either physiological or it is not. If it is, then it is a question of malnutrition, glands, or perhaps even actual disease, such as tuberculosis or anaemia. Plain iron pills work wonders in some cases, but obviously it is a matter for the doctor.

Fatigue may, of course, be the result of genuine hard muscular work, but hardly in a typist. If fatigue is not physiological, then it doesn't exist, as such. It is simply a by-product of monotony, which is again tied up with the question of incentive. So the way to remedy this form of fatigue, representing the great majority of the cases, is by added incentive.

A pretty weak statement, I admit, but when Muscio himself gets discouraged, I certainly cannot solve the problem in one paragraph. Perhaps we'll have the chance of a more serious discussion at a later date.

I think most psychologists would agree that the rest period is one very important single device for increasing efficiency. This is very evident in heavy industry, but it is also apparent in the lighter skills. Also, we would find a general agreement about short-

ening the working day. In certain cases, a reduction of 25 per cent in total hours of work has actually given a 15 per cent increase in output. So we agree that there should be at least a general questioning of working hours, which may have a bearing on fatigue.

Monotony undoubtedly leads to fatigue, using this loose word in its wider sense, but monotony itself is a vague sort of term. To quote Mayo: "Monotony, like fatigue, is a word that is used to denote any sort of induced unbalance in the worker so that he cannot continue work or can continue only at a lower level of activity."<sup>1</sup> So that doesn't help us much.

However, psychology is generally agreed that the problem can be met by changing activities frequently, paying by piece rate rather than time rate, grouping workers into social organizations, introduction of rest periods, and other devices, especially proper motivation.

And motivation itself is a problem. Financial motivation is obvious, useful, but by no means the only type and possibly not the most effective. We are agreeing on an outlook that seems fundamental in the problem. We quote Mayo again:

It is not enough to have an enlightened company policy, a carefully devised (and blue-printed) plan of manufacture. To stop at this point and merely administer such a plan, however logical, to the workers with a take-it-or-leave-it attitude has much the same effect as administering medicine to a recalcitrant patient. It may do him good but he is not persuaded.<sup>2</sup>

He then goes on to point out that the human being "finds it difficult to persist in action for an end he cannot dimly see."

In modern industry, unfortunately, this end must be far removed; and so we must not overlook immediate incentives, such as money, pension plans, good working conditions, and—above all—good supervision. Here also we are agreed, perhaps not on specific details, but at least on general principles.

The same applies to the plateau of learn-

<sup>1</sup> E. Mayo, *Human Problems of an Industrial Civilization*, Macmillan, 1933, p. 54.

<sup>2</sup> *Ibid.*, pp. 119-120.

ing. Must it occur, or can we eliminate this nuisance? Motivation, or incentive, seems to be the answer. Perhaps we can't eliminate the plateau, but a high degree of motivation seems the only possible means of so doing. Therefore, we stress incentive, for we have everything to gain and nothing to lose.

The same argument applies to the physiological limit. Granted good training methods, this fictitious limit has a habit of rising almost indefinitely when we apply strong motivation. Practice is recommended—as much of it as you can get if it does not involve monotony—but in the long run success will probably depend on motivation. Even the bugaboo of fatigue can be so defeated, especially in the lighter skills.

Sleep is another very important conditioner of efficiency. We find little justification for the view that humanity as a whole can be efficient on three or four hours' sleep a night, although exceptions do occur, such as Napoleon or Edison. The general agreement is that we need eight hours of sleep out of twenty-four, for the sake of efficiency.

We are in fairly general agreement on the subject of ventilation. Only in rare cases is efficiency impaired by a lack of oxygen or an excess of carbon dioxide. Certainly there is no evidence that organic poisons accumulate in the air. It seems to be agreed that the primary function of ventilation is the maintenance of heat regulation of the body. Rise in room temperature above, say, 68°, any marked increase in humidity, or a reduction in air movement will interfere with the body's power to rid itself of excessive heat. When all these occur together, as may easily happen, the result may be a sharp drop in efficiency.

Two broad rules about illumination are now accepted. The first calls for an approach to uniform lighting, with such brighter spots as must occur as close as possible to the point of fixation. The second states that illumination must be sufficiently intense for the degree of discrimination required.

Distraction can be dealt with under two

very broad rules. When something really distracts, decrease in output results; but when this outside disturbance is accepted as a background for the work—a military band for marching, for example—it may easily increase one's output.

Finally, we would mention results obtained by the efficiency engineer, summed up in his time-and-motion studies. We may question some of the basic principles. One author lists twenty, all highly technical. We may object, also, to some of the social implications, for any system that, by raising the efficiency of the individual worker, causes a 50 per cent cut in the payroll is sure to run afoul of the labor unions if no other forces. But we must agree that the efficiency engineer often gets a startling jump in production, and we must study his methods.

There is no place for dogmatism in modern psychology. We study the most complex of all subjects, man himself. We must admit difference of opinion on many fundamental points, but we are also arriving at a working compromise on many issues. This tendency to agreement we would wish to stress in the present article.

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A COURSE of selected addresses by Harry Collins Spillman will come off the press next month. Mr. Spillman needs no introduction to business educators. His two books, *Personality* and *Making the Business Speech Effective*, have been widely read and used as texts for some years.

In his sixteen years of platform appearances, Mr. Spillman has delivered some 4,000 addresses before educational, business, and civic audiences in the principal cities of the United States and abroad.

Among the better known of Mr. Spillman's addresses are: "Building the World of Tomorrow," "Personality, Its Importance and Development," "The Aristocracy of Service," "Education and the More Abundant Life," and "This Challenging Age."

Among his other engagements, Mr. Spillman is assisting in a nation-wide campaign that the National Association of Manufacturers has been conducting for the past five years to tell the American people the facts about the American private-enterprise system.

Mr. Spillman is available for addresses before educational conventions, student-body gatherings, and general audiences. His address is 141 West 73 Street, New York City.



# What Constitutes an Adequate Typewriting Methods Course?

JAMES M. THOMPSON, Ph.D.

**A**METHODS course in typewriting is the means by which an individual preparing to meet the teaching situation is put through the "finishing" processes and given final grooming for the new duties he is about to take over. It presupposes little former knowledge of the situations to be met—the only prerequisite for entering the course being an adequate mastery of typewriting skills and a familiarity with the subject matter upon which typewriting is based.

The student preparing for teaching enters the methods course knowing how a *typist* should proceed but expecting to learn how a *teacher of typewriting* should proceed. The typewriting methods course must therefore make provision for bridging the gap between what the skilled typist knows and what the teacher should know and be able to do. To this end, the following units of guidance are suggested for the course:

- Further development of typewriting skills.
- Review and adequate mastery of subject matter.
- Familiarity with the names and works of authorities.
- Knowledge of available materials and supplies.
- Instruction in choosing equipment.
- Comprehension of typewriting aims.
- Knowledge of teaching requirements.
- Gaining classroom presence.
- Lesson planning and classroom procedure.
- Criteria for pupil achievement.
- Understanding of how other subjects correlate with typewriting.

All helps, suggestions, materials, reports, and plans should be recorded in a notebook, preferably of the envelope type, large enough to hold such free booklets as the instructor may want to give the students. Upon the content of these notebooks should

be based about 25 per cent of the student's grade for the course.

Although the student who enters a methods course in typewriting has presumably already acquired adequate typing skills, this skill should not be allowed to lapse but should be encouraged to grow. The teacher who is himself skillful has a definite advantage when it comes to imparting that skill to others. His classroom teaching is more effective because he can demonstrate what he expects the students to learn to do.

On the other hand, in the methods class undue emphasis must not be placed upon further instruction in skill improvement, because such improvement is too time-consuming and tends to claim too important a place in the student's conception of the aims of the course.

A teacher must know, first of all, *what* to teach. The prospective teacher of typewriting must add to the knowledge gained in his beginning and advanced typewriting courses a clear-cut idea of specific instructional units at any and all levels of learning. It is recommended that the prospective teacher become acquainted with the contents of as many good typewriting texts as time and library facilities allow.

For knowledge of correct teaching methods, for deciding debatable issues, and for a criterion upon which to judge our own efforts, we must turn to the opinions of those who are and have been successful. The prospective teacher of typewriting should watch with much interest the progress of teachers who have gained recognition in the field. He should learn to comprehend and evaluate their methods, asking himself how

he can best put to use what he finds of worth in theories or processes that have proved successful.

A valuable help to the prospective teacher is a detailed bibliography of standard works on typewriting. Such a bibliography may be prepared as a methods-course assignment and made available to all members of the class. It should include books and pamphlets, yearbooks, and bound volumes and current issues of business-education magazines. Outside assignments of readings from recognized authorities, presented as class reports, help the student to develop a background upon which to base his own teaching philosophy.

The student will thus learn the opinions of leading authorities on such problems as grading papers, personal typewriting, helping students to prevent and overcome errors and plateaus, developing rhythm, maintaining discipline, and taking part in contests.

Perhaps one of the most valuable ideas that a student teacher will acquire from the reading of these books is the knowledge that authorities do not agree that there is *one* best way of attaining results in typewriting, but that there are often several very excellent ways from which the teacher may make his selections to suit particular circumstances. The teacher must always remember that, after all, he must use his own judgment and experience.

Few prospective teachers are aware of the wealth of typing materials that can be obtained to help them do their job well. The instructor who acquaints them with names of publishers willing to supply them with free materials is doing them a real service. Whenever possible, the instructor should furnish his methods class with one copy of any or all available free material, to be used as a nucleus for the individual's own collection of teaching material. The material should include price lists of publications. Free material constitutes only a part of the essential teaching aids. The methods course should attempt a complete survey of all materials in order to determine which is superior.

Often one of the first duties confronting the newly-hired teacher is to draw up a

requisition for supplies. The instructor or a methods course can prepare prospective teachers to handle this duty with efficiency by advising them as to the amount and quality of typewriting and carbon paper, stencils, correction fluid, cleaning fluid, and other supplies they will probably need.

Of course, the typewriters in typewriting classes constitute the chief item of equipment with which the prospective teacher should have thorough acquaintanceship. He should know the makes of typewriters on the market, the proportion of each make used locally, their prices, how they differ in operation, and how to care for them.

Next, the teacher in training should know what kind of chairs and tables are desirable. He should be shown the advantages of a demonstration stand and told what varieties are adequate and moderately priced. He should know what makes of copyholders are available; even how to construct one, if that is the only way to procure this important bit of equipment.

A clear understanding of the aims of typewriting is a first essential in successful classroom teaching. The teacher who keeps the aims well in mind can chart the course of the class more intelligently. The aim of the student when he enrolls in typing, the aims set up by authorities as goals toward which to work, and the aim of the teacher himself should all be a part of the consideration of aims in a typewriting methods course. These may be presented by the instructor in a lecture or on mimeographed sheets; or they may be part of an assignment covered by a special report in class or read by each member of the class.

The following outline of aims and objectives is presented here as a worth-while setup for a methods course in teaching typewriting:

---

◆ *About Dr. Thompson:* Assistant professor, Illinois State Teachers College, Charleston, and head of the department of commercial teacher training, which he helped to organize. Formerly a member of the faculty of New York University and other universities. Holds degrees from Nebraska State Teachers College, Colorado State College of Education, and New York University. Author of a set of business practice tests.

---

- I. To give the students a general knowledge of the present status of the typewriting field:
  - A. General objectives in the field of typewriting.
  - B. Leaders in the field.
  - C. Achievements in typewriting.
  - D. Methods of teaching.
  - E. Research.
  - F. Trends.

- II. Preparation for teaching:

- A. Selection of books and equipment.
  - B. Lesson plans.
  - C. A compilation of teaching aids:
    1. Drills.
    2. Problems.
    3. Tests.
    4. Devices.
  - D. Review of standards.
  - E. Placement of typewriting in the curriculum.
  - F. Supervision.

Before going out to teach, the student-teacher should understand clearly what standards he must meet in order to qualify as a teacher of commerce—or, more particularly, typewriting—especially in his own state. These qualifications include age, status of health, and certification requirements in the state or states in which he may hope to teach. The methods-course instructor should give all possible information in this regard or help the student to obtain it from a reliable source.

Many persons who are entirely composed at home or in social gatherings are very unsure of themselves in the classroom. This lack of poise, generally speaking, is due to unfamiliarity with the teaching situation. Persons who are ill at ease while demonstrating their teaching should be given special help through the following means:

1. As much experience in presenting material to a class, in the form of procedures, reports, and demonstrations, as time allows.
2. Suggestions from the instructor and other students as to solutions for common classroom troubles, such as inattentiveness, disrespect, or lack of co-operation on the part of the pupil.
3. Complete familiarity with subject matter and how and when to teach it.

Experience in actual presentation of instructional units before a class is the most important part of teacher training. Almost everything else can be learned from books, but not teaching techniques. Teaching, watching the instructor teach, and watching fellow students teach are the most worth-

while experiences the student can have in a teaching-methods course.

The most effective way these can be included in such a course is to turn the class, including the instructor, over to the student to teach as he would a beginning group. After the lesson is presented it should be criticized constructively. These lessons should include in condensed form all the important phases of an actual course. The instructor may add to the value of his teaching by offering to the class aids and devices that he has found valuable in his own teaching experience. He should supply these whenever he sees an opportunity to fit them into the lesson.

Before teaching a lesson, the student should plan it carefully. It is not necessary to make and follow a detailed lesson plan, but he should have his procedure definitely in mind and be able to follow the steps in logical order. The instructor should designate at least one reference from which to make the skeleton plan and suggest others to use as aids.

The discussion of the lesson presentation should be unrestrained. The good should be praised and the bad rejected. Other ways of presenting the same material should be discussed and the merits of different methods evaluated.

Twenty suggested teaching assignments are as follows:

1. How to direct one's learning on the word, sentence, and paragraph level.
2. Writing, checking, and computing the rate for a timed test according to International Rules.
3. Horizontal and vertical centering.
4. Cleaning and oiling the machine. Changing of ribbon.
5. How to analyze the result of one's timed test and plan one's remedial practice.
6. Teaching of characters not on the keyboard.
7. Simple tabulation.
8. Introducing the student to letter writing.
9. Letter writing.
10. The use of carbon paper.
11. The addressing of envelopes.
12. The folding and inserting of letters in No. 6 $\frac{3}{4}$  and No. 10 envelopes. The folding and inserting of a letter in a window envelope.
13. Erasing errors and typing the corrections. Also crowding and spreading.
14. Telegraphic communications.
15. Proofreading. The reading of rough draft.

16. Complicated tabulation.
17. Ruling in and on the machine. The typing of invoices and monthly statements.
18. Legal documents.
19. How to type a stencil. How to make a Ditto master.
20. How to make an artistic design on the typewriter.

The prospective teacher should know the amount of work to be accomplished in each term or semester period of instruction. The class should decide upon standards and learn how to rate pupils according to those standards. The matter of testing should also be studied and tests constructed by the class for use at the termination of the first, second, third, and fourth semesters of typewriting. A workable procedure for checking and grading daily papers should be adopted by the class.

The prospective typewriting teacher should understand the necessity of mastering the sister-subjects of the commerce field that go

hand in hand with typewriting. Definite requirements in this respect are usually outlined in the qualifications set up for state licenses to teach, but the importance of this mastery should not be overlooked, whether or not it is a part of the state requirement.

It will be advantageous for the instructor of the typewriting methods course to point out the dependence of these subjects upon one another and to suggest that the students prepare themselves in other commercial subjects by taking courses in them and by reading commercial publications.

The typewriting methods course that adequately serves the student must include in its setup definite instruction in every known phase of teacher guidance. The course that falls short of this cannot hope to produce the finished product that it is designed to produce—a teacher of typewriting who goes into his classroom well informed, enthusiastic, and self-confident.

## Comments by William R. Foster

*East High School, Rochester, New York*

AM glad to note that the commercial-education picture has improved so far that Dr. Thompson can take it for granted that prospective typing teachers in his methods course "know how a typist should proceed."

Twenty-five years ago that could not be assumed, for then all the pedagogical training that many prospective teachers had was a two-weeks course in methods at some summer school. Still I recall Frederick G. Nichols, then director of business education in Rochester, telling me, as a prospective teacher, to take not only the methods course but especially the beginning typing course, so as to observe at first-hand the methods of an expert teacher. And I had just resigned as head stenographer to a prominent railroad executive! That was as much as a college graduate prepared to teach Latin and French could get of typewriting methods.

While it is true that the prospective teacher was *watching* rather than *doing* the teaching, it is also true that the teaching being watched was being given 100 per cent real-

istically to other prospective teachers, unskilled as typists, whereas Dr. Thompson's prospective teacher goes through the motions with other prospective teachers who already "know how a typist should proceed."

And even if the students in the demonstration class that prospective teachers were to handle were bona fide high school pupils, still the situation might not be quite realistic. The pupils might be learning under different disciplinary conditions than if the individual prospective teacher were to be alone with the class. In the typical methods class, pupils are hemmed in by a phalanx of teachers, or each pupil has a certain prospective teacher at his beck and call like an Indian potentate.

Reading about discipline is one thing; actual disciplining is something else again. And it is on discipline that many a scholarly teacher falls down. The experimental pupils in question (Dr. Thompson's prospective teachers) would be very little of a teaching problem—they already know the

stuff being presented. Certainly they would present no disciplinary problem.

Let us assume that our prospective teacher has that certain something, that gift of the gods—teaching ability. Let us also assume that he has disciplinary power. In order not to be caught off his guard with his first real class of active high school youngsters, he might, of course, profit from a warning about a few perennial typewriting-class disciplinary problems. He will have plenty of need for his disciplinary ability without sticking his neck out for unnecessary trouble.

But again I must say that such a warning doesn't always insure avoidance of trouble when the disciplinary problem drops in his lap. It is a fact, then, that faces him and not a theory.

### *Helps to Discipline*

1. A prompt start is conducive to a smooth start. A roll call has always seemed to me both a waste of time and fraught with trouble, because pupils are itching to go and you are holding them back. Then someone touches a carriage release or a tabulator and a disciplinary problem pops right into your lap. Attendance taken by means of a seating chart avoids this. If your pupils are not beginners, have it understood beforehand what they are to do immediately on arrival or on the stroke of the signal for the beginning of the class, whenever you may be delayed.

2. Never give instructions or demonstrations with some pupil typing. Not only is the pupil involved not going to get your instructions, but neither will several others in the class. Your work with these will not only have been in vain, but you will have allowed the pupil to start a bad business habit.

3. While pupils are working on their assignment, either prohibit all conversation and with an iron hand make the pupils live up to that rule, or allow a little whispered conversation and run the risk of its turning into a free-for-all if not sensibly controlled.

The "mad" pupil, who often gets into that unhappy state through lack of concentration or too great tenseness, will need to

be taught what constitutes proper business atmosphere, to be sure; but probably more how to control himself.

4. The end of the period is another spot to watch. Some finish early. Others stop early—especially if they know that they may continue their work after school. Much time spent after school is wasted, due to the letdown some pupils experience then. Look out for friends of your pupils coming in to wait for them to finish—a typewriter not in use is always a source of interest to any normal youngster, and a source of trouble sometimes to the teacher in charge.

5. And while we are talking about disciplining our pupils, let's not forget to set a good example and discipline ourselves. Let us not teach pupils how annoying talking during class can be by chatting noisily with a fellow teacher. Our admonitions after such an example sound hypocritical.

### *Real Teaching Experience Essential*

I would agree 100 per cent with Dr. Thompson in the following statement, if it be understood that the words which I have added to his constitute an integral part of the basic premise (the italicized words are mine) :

Experience in actual presentation of instructional units before an *actual class of high school youngsters* is the most important part of teacher training.

I am pretty much of the opinion that any teaching experience less than this cadet teaching is not (1) "experience in actual presentation of instructional units;" and is not (2) "experience before a class," such as our prospective teacher certainly will have to face when he gets out into the cold world. The presentation Dr. Thompson suggests has its value, but let us not fool ourselves in our appraisal and think it is a duplicate or facsimile of actual teaching conditions; it is rather a poor copy or an imitation of the real thing.

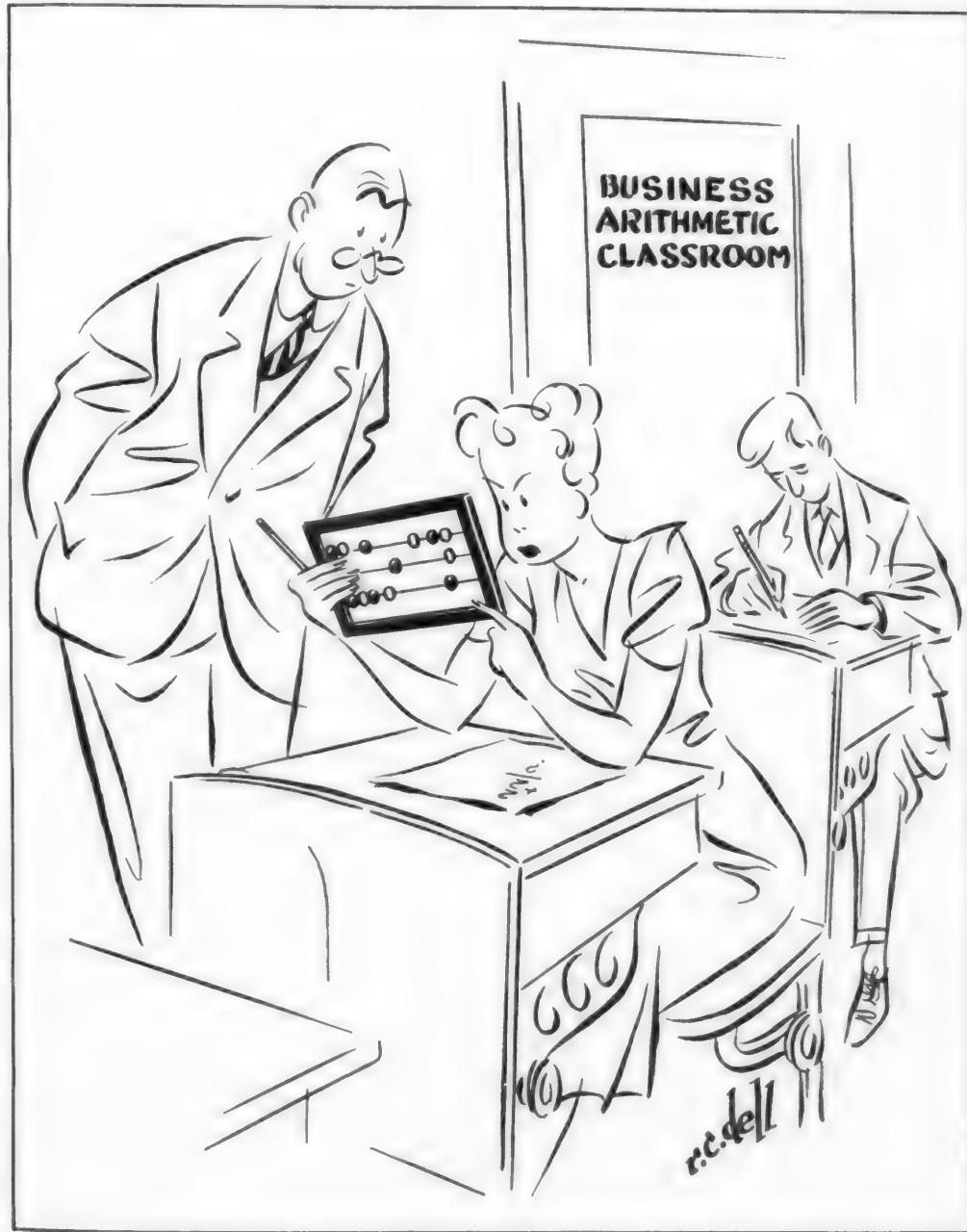
### *On the Selection of Typewriters*

Some would have our prospective teacher taught how to go about checking what typewriters are used locally before deciding what machines to order for school use—assuming, of course, that the teacher might have some-

thing to say on this subject. In Rochester we spread the business among five makes, because they all pay taxes. But as we don't have more than one kind in any one type-writing instruction room, we don't make it a point to have all makes represented in every school.

After all, can we guarantee that our pupils are going to use in a business office the kind or kinds of machines they may use in school

—unless they get an opportunity to use all makes? Then, too, a new model of a certain make in school may be as strange as if it were a new make. And what shall we say about the noiseless machine? Do we purchase it—or, rather, *not* purchase it on account of its price—disregarding its representation in the community, its instructional value, and its boon of quiet to a tired typing teacher's taut nerves?





*A Report of a Historic Conference  
Held at Stephens College, April 3-5*

# The Next Steps In Consumer Education

HENRY HARAP, Ph.D.

**EDITOR'S NOTE**—More than six hundred educators, business and government leaders, and others interested in education for the consumer gathered at Stephens College, at Columbia, Missouri, on Monday, April 3, for a three-day discussion of the broad problems of consumer education.

The National Conference is under the auspices of the Institute for Consumer Education, established last year at Stephens College in co-operation with the Alfred P. Sloan Foundation for Economic Research and Education. The program was planned by the Institute, which was set up to act as a central service agency in consumer education, under the direction of Dr. John Cassels.

The conference was unusual in that it was purely educational; no resolutions were entertained and no motions passed.

The general theme of the conference was "The Next Steps in Consumer Education." We considered this conference of such major importance to our readers that we arranged for Dr. Henry Harap to report it for the *B. E. W.*

Dr. Harap is associate director of the division of surveys and field studies and professor of education, George Peabody College, Nashville, Tennessee. He is also editor of the *Curriculum Journal* and executive secretary of the Society for Curriculum Study.

**M**ORE than six hundred persons from thirty-one states met in conference at Stephens College, on April 3, 4, and 5, as the guests of the Consumer Education Institute. The conference included a more widely representative group of interested delegates than had ever before been assembled under one roof.

The conferees included teachers and administrators from all levels of education, business executives, and representatives of women's organizations, educational associations, magazine and book publishers, advertising institutions, and governmental bureaus. The number of persons present

and the variety of organizations represented far exceeded the expectations of the sponsors of the conference.

As one speaker facetiously put it, there was some doubt as to whose child the consumer movement was. The conference had the wholesome effect of disillusioning all groups of the idea of their primary importance and substituting a balanced view of all contributing fields.

As far as this reporter knows, the conference provided the first opportunity for an open discussion of the interests and the practices of such organizations as the magazine institutes, the testing and rating agencies, and the governmental bureaus. It was the first forum at which representatives of opposing points of view directed questions at each other. The conference brought out certain information that is ordinarily hushed up.

## Attempts to Define Consumer Education

Several attempts were made to define consumer education. It was charged that the term was nebulous, that it was not clearly differentiated from other fields. Several definitions were offered, some facetious and some serious. While consumer education was defined by the various groups in terms of their special interests, it became clear that it included more than is involved in a buying transaction.

The need for budgeting of time and energy was stressed by several of the speakers. All speakers agreed that consumer education included a consideration of intangible satisfactions closely related to the individual's scheme of values. With the exception of a small minority, it was gen-

erally agreed that consumer education is also concerned with economic questions of far-reaching importance.

### ***The Groups and Their Contributions***

The home economists were probably the largest single group represented; and this reporter found them alert, social-minded, and sensitive to the fundamental economic problems of consumption. The representatives of women's organizations, though few in number, were given a prominent place on the program and, as a group, made a better impression and probably a greater contribution than any other delegation at the conference. The testing and rating agencies were well represented, particularly Consumers' Union, and gave the impression that they were developing favorable co-operative attitudes toward related consumer organizations.

The consumer co-operative societies were represented on the program. Although their contributions were matters of debate, the majority in the conference recognized the co-operatives as important factors in the solution of the immediate as well as the ultimate problems of consumption. The rather striking point was made that the co-operative movement employs more educators than advertisers. The Co-operative Movement represented one of those action groups to which repeated reference was made in the conference.

The governmental agencies were well represented at the conference. In the main, their point of view coincided with that of the bona fide consumer organizations. The editor of the *Consumers' Guide* threw out the suggestion that we still have a dearth of activities and materials for the lowest income groups. This was taken up by several other speakers and developed and intensified.

The point of view of rural consumers was presented by home economists and governmental agents. It was pointed out that their needs could be met partially by taking advantage of governmental services to farmers in matters of health, clothing, housing, credit, and commodity standards. The work

of the Farm Security Administration in training of rural consumers was reported. The co-operative organizations were doing effective work through their production and purchasing groups and through the development of co-operative lockers and storage plants. That the rural family is in special need of education for home production to supplement farm income was also brought out.

### ***Attitude Toward Business Interests***

The business leaders were meek in the confession of their sins—a singular and unexpected performance. One representative even hinted that most of the material sent into the schools, masquerading as consumer education, should be taken out. An executive who made an excellent impression on the conference complained against the vicious competition of merchants who prey on the ignorance of consumers. He argued that consumer education would eliminate bad advertising. He pointed out that only as consumers organize into a pressure group can they secure what they want.

A crop of organizations has sprung up that sponsors consumer education of doubtful value and of unknown origin. Many agencies engaged in selling things have embarked upon programs of consumer education, which reach into the schools and women's clubs. An unmistakable conclusion from the discussions of the conference was that there is a definite trend toward attacking such doubtful organizations.

The president of the general federation of women's clubs indicated that self-interest groups have attempted to influence women's organizations through the medium of pseudo-consumer organizations set up by public-relations counselors. She indicated that her organization intended to devote the next two years to the weeding out of spurious consumer organizations.

Although no conference could have been kept on a higher plane of good feeling, one could not help detecting an undercurrent of conflict between some of the representatives of business interests and the rest of the conference. The sharpest and most fundamental clash of the conference occurred at

an unscheduled meeting of students and delegates, which was addressed by representatives of women's magazines and consumer publications. The issue turned on the reliability and objectivity of commercial and membership testing agencies.

At other sessions, the business leaders were conciliatory, but the magazine women were almost fanatical in their defense of the purity of their "approval bureaus." The significance of this episode for consumer education was that it brought into the field of open controversy, for the first time, what the commercial publications assumed involved no issue.

The great majority of the conferees accepted the olive branch of co-operation tendered by business leaders, but a number of the keenest and most influential members of the conference, in a most friendly spirit, cautioned against a producer-and-consumer alliance. They pointed out that those who actually bring pressure in economics and politics get results; that not until consumer leaders can speak with the force of numbers behind them, will they win a position of equality with other economic groups at the council table.

From the point of view of consumer education, the conflict between business and the school represents an educational problem of the first magnitude. It involves the use of unbiased information, freedom of inquiry into the quality of goods produced, and the integrity of teaching. The conference indicated that the classroom teacher could count on some assistance from the leadership in women's organizations and from the home economists.

### *Consumer Action*

A call for the translation of knowledge into action was heard repeatedly. Can consumer education create the will to do something about it? Can consumer education make itself operative in life conditions?

It was evident that very few of the educators had hitherto met this challenge. The educational value of consumer action was dramatized by the head of a social settlement, who reported extensive experience in promoting pressure groups. The variety and

richness of activities of these groups not only resulted in local governmental action but richly increased the understandings of the participants.

There was agreement among at least a half-dozen of the speakers that the improvement of the lot of the consumer depends upon the ability to act collectively, to speak with authority, to bargain on a plane of equality with business, and to exert an influence upon government. Relatively few examples of consumer action were reported. It was surprising that the embattled consumers reported the smallest accomplishment in the area which they felt had the greatest promise for the consuming public.

### *Scope of Consumer Education*

On the basis of the groups represented and the literature reported, it was apparent that consumer education was not only appearing as a separate subject but was also modifying all other subjects which were related to it. Although there was a heavy representation of specialists in the conference, the most common articulate opinion indicated that consumption belonged in the field of general education.

The home economists, as represented by their leaders, took a broad view of the field of consumer education, including participation in and study of action groups.

The impression of representatives of book publishers was that consumer education will be a part of several subjects. As one book man put it, "We must get more consumer content into all books." It was generally felt that more theoretical economics would not do, that consumer education should be real, meaningful, and understandable.

On the college level, it was agreed, the greatest progress in consumer education will be made by those who have complete freedom from outside pressure. A comprehensive program will require a co-operative development among several instructors representing several departments. The secondary-education group also agreed that consumer education cannot be confined to a single course, offered by one department.

The group that considered teacher education indicated by an overwhelming ma-

jority of those present that consumer education should be a phase of the several subjects, although a substantial minority felt that consumer education should be a continuous phase of an integrated curriculum, and an equal minority favored the treatment of consumer education as a separate course.

There was a feeling that the problem of teacher education was complicated by the condition that consumer courses are offered by several departments, but a number of co-operative arrangements were suggested to overcome this difficulty. It was suggested that the training of teachers on the elementary level should not be overlooked. It was generally agreed that the education of teachers in consumption was destined to make considerable headway in the next few years.

Business education was represented by college professors, high school teachers, representatives of the United States Office of Education, and organized retailers. There was no uniformity of opinion among this group. Some held that consumer education was a part of broad economic instruction in which business educators would have to work more closely with other departments. There were a few who felt that business teachers were closely identified with the study of goods and services and therefore would continue to assume a major responsibility for consumer education. All agreed that the new courses for the distributive occupations will develop sales people who should be more helpful to consumers. There was overwhelming agreement in the conference that advertising is not consumer education.

Through the enactment of the George-Deen Act, it was pointed out, the work with consumers will be increased through the activities of the home demonstration agents, agricultural study, and work in the distributive occupations.

The plea for adult consumer education was made at the very beginning of the conference and received continuous attention thereafter. If one may judge by the emphasis put upon this phase by the participants of the conference, the period of adulthood seems to be the most important time for

intensive consumer education. A significant development in the conference was the idea that adult education does not mean formal education but rather a program through existing social organizations and new consumer groups to be formed.

### *Sources of Information*

The whole range of books over a period of the last twenty years was reviewed, showing a rapid rise in the literature of consumer education. During the last two years, the appearance of seven college texts was reported.

Several speakers warned against becoming textbound. There is much inexpensive material, and it will become the duty of the leaders in the movement to make such helps available to teachers. There are collections of courses of study; biographies; exhibits for classrooms; a few motion pictures; reports of current happenings; governmental bulletins; and publications of state experimental stations, trade associations, and better-business bureaus.

There are the publications of the consumer testing and rating agencies and a vast output of free pamphlets distributed by business organizations that have goods to sell. On every hand there was a demand for an evaluation of these, in order to protect school children from exploitation. The term "consumer education," it was pointed out, should not be applied to the sale of a particular product. It should be reserved to an unbiased presentation of information.

The extensive variety of materials reported leads to the suggestion that a serious effort should be made to co-ordinate the collection and cataloguing of material. This interest crystallized in a recommendation drawn up by a small, independent group, which called for the formulation of a request to the American Council on Education to establish a continuing research project which should review and appraise annually all consumer-education materials and make its report available in sufficient quantities for the use of all teachers on all levels of education.

The need for research was discussed on

several occasions. It became apparent that there was no medium for the co-ordination of research. The scope of investigation is so vast that the incidental references to technological, marketing, and utilization studies represented merely a casual sampling. Ingenious techniques were suggested from some fields unknown to the practitioners in others.

Further research is needed on living standards; on the relation between poverty and living habits; on the actual utilization of goods and services (not merely money studies); on how consumer demand affects the economic system; on consumer habits as revealed by a comparison of buyers and non-buyers.

Co-operative research, national in scope, was suggested as an effective means for promptly collecting data on prices. There is a need for further research on commodities in use.

The participants in the conference were led to expect much help from the Consumer Education Institute. The organization is well staffed, and is rapidly collecting a library of books, pamphlets, clippings, and periodicals which should make it a clearing house of information for all engaged in consumer education. The Institute is hoping to be able to serve students on all levels of education, including adults. Teachers who are looking for help in this field should become acquainted with its resources and its services.

### *Some Outcomes of the Conference*

In reviewing the outcomes of the conference, several points stand out with unmistakable clearness.

The conference provided the first opportunity for all persons in consumer education to become acquainted with each other, as a result of which there should be a considerable amount of correspondence and exchange of materials.

The conference represented the beginning of the unmasking of the spurious consumer organizations. It contributed to a clarification of that which is education and that which is exploitation. It clearly indicated the need for a clearing house of information and perhaps a journal.

The need for simple informational materials to reach down to low-income groups was brought forcibly to the attention of the conference. The dissemination of research techniques and the results of significant studies was recognized as an important immediate need.

Those who were in the vanguard of consumer action reiterated the need for trained leadership. They said that they looked to the field of consumer education for experts to guide them on technical problems of the economics, politics, and science of consumption.

The conference left the strong impression that consumer education is inseparable from the consumer movement. Every speaker emphasized that education must be closely connected with consumer action; that the highest and best results are secured when education is a preparation for and an out-growth of action. It appeared that if educators organize independently, their activities will be confined within narrow limits. The Institute should consider its responsibility in bringing the same groups together periodically. The educators should draw strength from groups in the field in order that they may combine teaching and action into a dynamic force for the improvement of the consumer's lot.

The proceedings of the National Conference on Consumer Education will be published in full. Orders may be placed through the Institute for Consumer Education, Stephens College, Columbia, Missouri. Advance price, 75¢; after publication, \$1.

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THE State of California held its sixth annual conference on business education in San Francisco on April 1. The conference was sponsored by the State Department of Education in co-operation with the Federated Business Teachers Association of California.

W. E. Clayton, of Oakland, president of the Bay Section of the Business Education Association, presided at the morning session.

The luncheon program was in charge of the president of the Federation, James A. Callaghan, of Sacramento Junior College. Sectional conferences were held in the afternoon. A report of the conference will be issued at a later date.

# Results of a Spelling Survey

Conducted by MARION D. WENDTLAND

Senior High School, Sault Ste. Marie, Michigan

THE cry of the businessman for "boys and girls who can spell" is a familiar one to all of us who have had anything to do with the training of youth for business.

In an effort to determine the reason for the prevalent inability of the average student to spell correctly, Miss Wendtland has been conducting a survey in her classes in Sault Ste. Marie High School. Our readers will find of interest the results of a test on 100 of the most commonly misspelled words, administered to two groups of students. One group was composed of 152 juniors and seniors; the other group, of 33 freshmen.

In administering the test, Miss Wendtland dictated the words and used them in sentences to obviate any possibility of misunderstanding as to their meaning.

On completion of the test, the papers were exchanged, corrected by the students, returned to their owners, and then immediately turned in. The time allowed for these details was too short to permit the students to make any protracted study of the misspelled words between the first test and the second, which took place two days later.

Miss Wendtland has carried out her report to include the complete figures for the 100 words to show how many times each word was misspelled by each group on the two testings. We regret that space permits only the publication of the first part of the survey.

A test on the 100 most commonly misspelled words listed above was given to 152 pupils (juniors and seniors) on September 13, 1937. Of the total 15,200 words, 7,999, or 52.6 per cent, were misspelled. On the average, 152 pupils misspelled almost 53 words each.

The word *ofttimes* was misspelled most frequently—145 times (95.4%). The median was 82 (54%), and the words, *disap-*

*point, pamphlet, incredible.* Dictionary was least misspelled—14 times only, 9.2%.

## One Hundred Most Commonly Misspelled Words

accrued	occurred	disappear
collateral	auxiliary	irresistible
accommodate	bookkeeper	serviceable
discipline	accessible	legitimate
unmanageable	license	illegible
especially	benefited	mileage
athletics	besiege	penitentiary
separate	counterfeit	omission
referring	intercede	apparel
occasion	extension	typing
seize	dictionary	allotted
supersede	calendar	equipped
dissatisfied	tragedy	exhilarate
noticeable	superintendent	grammar
eligible	cite ( <i>quote</i> )	height
incredible	pronunciation	maintenance
concession	ofttimes	momentous
procedure	loneliness	optimistic
occurrence	precede	personnel
omitted	pamphlet	persuade
embarrass	restaurant	profession
all right	questionnaire	repetition
prejudice	sentinel	strictly
recommend	harass	welfare
inoculate	develop	sergeant
misspell	hypocrisy	laboratory
consensus	Niagara	allege
yield	exorbitant	Cincinnati
mail chute	ninth	management
transient	whose	mucilage
dissimilar	( <i>possessive</i> <i>pronoun</i> )	existence
enervate	site ( <i>location</i> )	principal
disappoint	acquitted	( <i>money</i> )
preferring	across	

The ten words most frequently misspelled in Test 1 by juniors and seniors were as follows:

ofttimes	145	(95.4%)
consensus	143	(94.1%)
exhilarate	141	(92.8%)
penitentiary	139	(91.4%)
questionnaire	137	(90.1%)
irresistible	136	(90.0%)
hypocrisy	135	(89.0%)
exorbitant	132	(87.0%)
mail chute	132	(87.0%)
supersede	132	(87.0%)

The ten words least frequently misspelled in Test 1 by juniors and seniors were as follows:

ninth .....	32 (21.0%)
across .....	32 (21.0%)
height .....	32 (21.0%)
management .....	32 (21.0%)
extension .....	32 (21.0%)
bookkeeper .....	28 (18.4%)
whose (pronoun) .....	24 (15.8%)
welfare .....	17 (11.0%)
typing .....	16 (10.5%)
dictionary .....	14 (9.2%)

Two days later, 112 pupils in the same group of juniors and seniors retook the test. On the average, each of the 112 pupils misspelled 41.3 words.

In Test 2, the word *exhilarate* was misspelled most often, 92 times (80%). The median was 44 (38%); the word was *recommend*. *Typing* was least often misspelled this time; 9 times (8%).

The ten words most frequently misspelled in Test 2 by juniors and seniors were as follows:

exhilarate .....	92 (80.0%)
occurrence .....	90 (77.6%)
questionnaire .....	89 (76.7%)
exorbitant .....	86 (74.1%)
hypocrisy .....	86 (74.1%)
consensus .....	80 (70.0%)
penitentiary .....	80 (70.0%)
irresistible .....	80 (70.0%)
accessible .....	80 (70.0%)
personnel .....	76 (65.5%)

The ten words least frequently misspelled in Test 2 by juniors and seniors were:

welfare .....	19 (16.4%)
calendar .....	19 (16.4%)
preferring .....	19 (16.4%)
profession .....	18 (15.5%)
bookkeeper .....	16 (13.8%)
athletics .....	15 (13.0%)
dictionary .....	13 (11.2%)
height .....	13 (11.2%)
whose (pronoun) .....	12 (10.3%)
typing .....	9 (8.0%)

The same test was administered to a class of thirty-three freshmen to determine how much better spellers juniors and seniors were. This survey shows that there is no appreciable difference between lower and upper classmen's ability to spell. There is a desperate need for more marked training

through grades 1-12, not only in spelling and word study, but vocabulary training in general.

Misspelled most often were the words *accrued*, *accommodate*, *legitimate*, *mail chute*, 33 times each (class of 33 freshmen) —100%.

The median was 21 (63.6%). The words were *benefited*, *counterfeit*, *embarrass*, *cite*, *site*.

Least often misspelled were the words *especially*, *dictionary*, *profession*, *strictly*, each 5 times, 15%.

Each of the 33 freshmen misspelled (on the average) 61 words. The test was given again on September 15, 1937. (The first time the 152 juniors and seniors took the test, each misspelled on the average 53 words.)

The ten words most frequently misspelled by the class of 33 freshmen were as follows:

accrued .....	33 (100 %)
accommodate .....	33 (100 %)
legitimate .....	33 (100 %)
mail chute .....	33 (100%)
irresistible .....	32 (97.0%)
transient .....	32 (97.0%)
questionnaire .....	32 (97.0%)
hypocrisy .....	32 (97.0%)
accessible .....	31 (94.0%)
occurrence .....	31 (94.0%)

The words least frequently misspelled by the 33 freshmen were as follows:

across .....	8 (24.2%)
yield .....	7 (21.2%)
principal .....	7 (21.2%)
athletics .....	6 (18.2%)
height .....	6 (18.2%)
welfare .....	6 (18.2%)
especially .....	5 (15.0%)
dictionary .....	5 (15.0%)
profession .....	5 (15.0%)
strictly .....	5 (15.0%)

That the interest aroused by Miss Wendland's survey was not transitory is shown by the fact that during the present school year, Mr. G. G. Malcolm, superintendent of the Sault Ste. Marie schools, has requested the teachers of English in the school system to check their pupils on the basis of the results of a spelling test administered to all pupils in grades three to six, inclusive.

The forty words most frequently misspelled in this test were arranged in four groups of ten words, representing respectively, third-, fourth-, fifth-, and sixth-grade words.

"Every word in the above list," said Mr. Malcolm in a letter to his English teachers, "is a common word which every high school pupil should be able to spell and use correctly. You will hear much about this list during the remaining weeks of school."

Of this 40-word list, the words most frequently misspelled by a group of high school pupils were as follows. The grade in which each word was supposed to have been learned is shown.

*Test Results of High School Pupils*

Word	Grade	Times Misspelled
piece	3	19
fatal	4	30
stretch	4	28
continent	5	22
meddle	5	43
foreign	6	19
prominent	6	30
congenial	6	26
bury	6	21
hurrah	6	33

The purpose of the program that Mr. Malcolm has inaugurated is to emphasize the fact that spelling should be regarded as essential, not as an incidental subject.

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WALLACE W. RENSHAW, manager of the New York office of the Gregg Publishing Company and co-author of a recent text on transcription, has been made an honorary member of Pi Beta Sigma, an honorary business school fraternity, in recognition of his outstanding achievements and his useful contributions to business education.

George H. Barrett, director of admissions of the Packard School of New York City, is president of the fraternity.

KARL M. MAUKERT, principal of Duffs-Iron City College, Pittsburgh, has been appointed treasurer of the National Commercial Teachers Federation to succeed Claude W. Woodside of the University of Pittsburgh. Mr. Woodside has joined the staff of the South-Western Publishing Company.

Mr. Maukert became associated with Duffs in 1919 and the following year was placed in charge of the accounting department. He was elected principal of Duffs in 1936.

W. B. ELLIOTT, founder and president of the Elliott School of Business, Wheeling, West Virginia, was one of ten representative citizens of Wheeling honored by the Gutman Ad Chat Award for 1938, for distinguished service in their representative fields.

The award is a framed certificate bearing the recipient's name and the field of endeavor in which he has rendered outstanding service. The award to Mr. Elliott was given in recognition of his achievement in the field of education.

LWIN W. MIDGETT has accepted appointment to head the department of commerce at State Teachers College, Murfreesboro, Tennessee, with the title of professor of business administration.

For three years, he has been head of the commerce department and athletic director at Castle Heights Military Academy, Lebanon, Tennessee. His accounting class in that school achieved an average 41 points above the national median in a test of 150 points, given by Emporia Teachers College, Emporia, Kansas, to high schools all over the country.

G EORGE M. JOYCE, director of the commercial department of Woman's College, Greensboro, North Carolina, has been granted a leave of absence from Woman's College to continue his studies next fall at the University of Pittsburgh. Mr. Joyce, who has a teaching fellowship, will work under Professor D. D. Lessenberry.

During the summer, he will have charge of the secretarial science department at the University of Tennessee.

M AY E. LAMOTTE is taking a well-earned leave of absence for needed rest after nine years of successfully training expert machine operators in the John Hay High School, Cleveland, Ohio.

She expects to spend part of her time in California, but we warrant she will not be able to stay away from the contests at the World's Fair in New York this summer, for her typewriting and office-appliance speed teams have been remarkably successful in the International Commercial Schools Contests.



# The Physical Bases Of Economic Geography

W. ELMER EKBLAW, Ph.D.

**EDITOR'S NOTE**—In the study of economic geography, it is necessary to give due consideration to the geographic factors that condition all human activities. People everywhere must adjust themselves to the natural environment in which they live. Dr. Ekblaw develops, in striking manner, the response of human life to three of the physical bases of economic geography—place, land forms, and climate. As elements of the natural environment that influence economic activities, he also enumerates natural vegetation, native animal life, soil, mineral resources, and seacoasts. An appreciation of these geographic factors, as they influence man's work, is essential to an understanding of the economic life of the world.

—DOUGLAS C. RIDGLEY, Series Editor.

**L**IKE all phases of human geography, economic geography rests upon physical attributes of place that are inalienable, that cannot be divorced from place—such as location, site and situation, surface form and its features, and climate in all its elements. Economic geography also rests upon those allied attributes of place that are generally grouped with the physical factors in the so-called natural environment; for example, natural vegetation and native animal life, which are wholly biological; and soils, which are partly biological and partly physical.

These attributes of place contrast in simplicity and directness, as well as in other characteristics, with attributes of place that derive from man himself. Sometimes classed as cultural, the latter include the economic, social, or political attributes of man at any given place or in any defined region. In the main, these attributes are intricate and complex, consequent upon man's great mobility, his wide range and power of

adaptation to both physical and cultural conditions, and his endowment with volition or freedom of conscious choice, and with ability to transmit his heritage of experience and knowledge from the past to his offspring and to future generations.

*The very core of geography is place.* The science of geography classifies the attributes of place, in all their variety, and interprets the significance of the relationships among them. The philosophy of geography explains the reasons for the several attributes of place and the causes of the interrelated phenomena that accrue to them. The discipline of geography consists in the application of the criterion of place to statements of fact or principles that may fall within the field of geographic research or teaching, including those in which the essence of place is inherent and rejecting those to which the concept of place is not germane, or that have no bearing upon the attributes or relationships of place.

Economic geography is of paramount importance because it deals with such vital attributes of place as are involved in man's food and water supply; his raiment; his shelter, dwellings, and fuel; his material equipment; his means of transport and movement; his methods of production, distribution, and consumption of goods; in short, in all the activities and conditions that relate to his means of living. Economic geography may have been unduly emphasized at times; perhaps it is unduly emphasized at the present to the exclusion of other phases of geography that have equal or greater significance from other points of view, but the fact remains that economic geography is of such great practical value

that it cannot be ignored or neglected, or its importance depreciated.

### *Importance of Place*

Of the physical attributes of place, none is of such supreme importance as *place*, not so much in itself as in the manifold attributes that result from it and are dependent upon it. Once we know where a place is—whether it be near the Equator or the Poles, far inland or near the sea, upon a broad plain, within a mountain valley, or upon a rugged piedmont, in the midst of a coniferous forest, or in the heart of a steppe or a savanna, by a large river, or at a desert oasis—we are able to ascribe to it many other attributes, some of them physical, some of them—if man is resident there—cultural.

When we know that man has built himself a city near the Equator, like Quito in Ecuador, we also know that the regime of day and night under which he lives there is regular, with little change in length of each of the seasons; that the variation in the yearly procession of seasons is very slight indeed; that January is much like June, or March, or September; that if he can grow bananas or potatoes at one time of year there is strong likelihood of his growing them at any other season.

When we know that a group, like the Polar Eskimos, has dwelt for centuries in Thule, or northwest Greenland, we also know that for at least four summer months of the year the sun has shone upon this place the full twenty-four hours of the day; and that for a similar period of four winter months each year the sun has remained wholly below the horizon; that even at midsummer the sun is not far above the horizon at noon or midnight; that there is excessive cold and dark during the winter, and that the summer is never very warm despite the prolonged sunshine.

From either one of these locations issue widespread economic implications. The whole mode of life is conditioned, or as has been claimed by some, quite determined, in its larger aspects, by such location. The Indian at Quito cannot hunt polar bear, would have no blubber to use as fuel and

illuminant for his igloo if he built one, would not know how to drive a dog sledge over the ice foot, would not make Arcturus his star for telling time.

On the other hand, the Eskimo at Etah, one of the transient settlements in Thule (for no settlements are permanent there over a period of years), would not know what to do with a llama, would not be able to exist upon the vegetable diet of the Ecuadorean subsistence farmer, would not be able to adjust his activities to such regularity of season and day and night as the man of Quito does as a matter of agelong habit, would be wholly lost without Polaris over his head to orient the stars in his heavens.

The fisherman from the Norwegian fjord, fully accustomed to the ways of the sea, would find the life of the shepherd on the Spanish Meseta strangely peaceful and free from storm and peril. The comfortable farmer of the American Corn Belt would find little satisfaction, little worth living for, on the meager patch of terraced soil whence the Italian vintner takes his yearly crop of grapes, or on the rugged slope where the Japanese silk-producer grows mulberry trees for foliage to feed his worms till they spin their cocoons.

The Russian trapper, following his long line of deadfalls through the tangled spruce and fir thickets of the taiga, could find little pleasure in the dates the Bedouin gathers from his oasis palms, or in the milk and honey the Jew found so desirable when he came to Canaan from Egypt. In such wise, we may point out the innumerable implications that arise from location.

### *Land Form an Attribute of Place*

Such attributes of place as are consequent upon location are inalienable from place.

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*Land form* (or, equally, the water relationship; for water occupies about three-fourths the earth's surface) is one such inalienable attribute of place. Every place has relief, elevation, slope, and drainage—some of the features of land form.

*Level land* is conducive to easy movement, to easy and cheap travel and transport of goods; to easy communication; to mechanized farming; to conservation of soil; to regular development of cities and the relatively cheap maintenance of the utilities that combine to make city life possible, like rapid transportation; to adequate sanitation and sewerage; to protection of life and property from fire and other destruction; to available supplies of the necessities of life, and so on.

*Rugged land* provides easy drainage, quick removal of sewage, diversity in site and scene of home and neighborhood, variety in weather and soil and products, high gradients for development of water power or its refinement in hydroelectric power and other things; but it presents more disadvantages and difficulties for easy living than does level land.

The difference between the cost of administration of a city located upon many hills—with consequent difficulties of transportation, laying of water and gas mains, fire and police protection, sewerage, and other municipal activities—and the cost of administering similar affairs of a city built upon the flood plain and terraces of a river is well illustrated in Worcester, Massachusetts, which is built upon the quasi-piedmont—the dissected eastern margin of the Central Massachusetts Upland—and Springfield, Massachusetts, which is built upon the broad, relatively flat plain and terraces formed by the Connecticut River and the glacial lakes that once occupied its valley.

#### *Climate an Attribute of Place*

That climate is similarly an inalienable attribute of place is self-evident. Every place has seasonality, precipitation, temperature, light, weather, and all the phenomena that constitute climate. Though climate originates almost wholly in extra-

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terrestrial sources, it affects profoundly every place on the face of the earth; and almost everywhere constitutes a decisive factor in the most fundamental relationships between man and place—the density and distribution of population; the activities in which man engages; the character of his home, clothes, food, and tools; his every quality, his every thought, his every cultural trait, and, in some cases, his ethnic composition.

The seasons themselves form a significant factor, both direct and indirect, in the orientation and differentiation of man's economic activities. Dwellers in the middle latitudes, where spring, summer, autumn, and winter follow in regular succession and occupy about equal portions of our year, have little appreciation of the problems that the Eskimos, who live under the regimentation of a wholly different cycle of seasons, must solve, or the adjustments they must make in order to wrest a living from their land.

It is equally hard to understand the way of life that the family of the tropics must follow where there is no period of frost to interrupt the growing season, no time of relative dearth and deprivation, no change of air or light or length of day from season to season.

The Eskimo must adapt himself to seasons in which light is an even more important element than heat. The nomad of the tropical savanna must guard against drought instead of cold or darkness. The dry farmer of the temperate steppe must struggle against both cold and drought. Every person in the Mediterranean lands must order his life, eat foods, do work,

build his home, in accord with a most difficult seasonality—drought in summer, when grass and other plants and crops should grow best; moisture in winter, the period of dormancy.

The distribution of population, as in large part the density, correlates with the distribution of moisture. Where annual precipitation averages from 15 inches to 40 inches—depending somewhat upon latitude, relief, and other factors—conditions are most favorable for relatively large and uniformly distributed population. Where it falls appreciably below 15 inches, drought prevails and man finds it hard to live. In general, where it exceeds 40 inches, man also finds it hard to live comfortably and easily; and, under both circumstances, large populations are possible in only a few places.

The kind of land use, the type of farming, the character of industry, the standard of living of a land or a people, depend largely, over long periods of time, upon the amount and distribution of moisture.

For example, twice as many folk can make a living pastorally from their flocks and herds where and when the carrying capacity of the range is doubled; twice as many sawmills may be operated where the forest regrows itself in fifty years as where it takes a century for the trees to attain merchantable girth of bole; and the capacity of the range and the regrowth of the forest both depend upon the available supply of moisture.

Temperature is not so immediately important as rainfall; but comparison of the agriculture, the industry, the standards of living of the middle latitudes with the high latitudes, or polar and subpolar lands on the one hand, and the low latitudes, or tropical and subtropical lands on the other, reveals how effectively temperature conditions, both directly and indirectly, the economic life of the folk who live there, both in their domestic affairs and in their foreign relations. The connection, the interdependence, between the tropics and the temperate lands forms one of the interesting features of our modern civilization.

The significance of light phenomena—length of day and night, seasonal variations

in duration and quality of sunlight, and their effect upon physical and economic attributes of man and his culture—is only beginning to be appreciated. The intimate effect of weather upon our daily tasks, our well-being, or our progress; the widespread differences in the inherent qualities of soil affecting their tilth and productivity—their texture, their structure, their chemical composition, their microorganic content, and so forth—and their limitations upon man's economic development; the unequal distribution of mineral resources; the widely divergent extent and contour of seacoast along some lands as compared with others; the distribution of arable lands among the nations—these are but a few of the many factors that serve to demonstrate how basically physical attributes of place support the whole structure of man's economy.

## *Geography in a Summer Camp*

LAURENCE F. FOUNTAIN  
High School, Oak Park, Illinois

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EDITOR'S NOTE—Mr. Fountain operates a summer camp for boys at Wells, New York, in the southern Adirondacks. He writes as follows about geography in his camp work.

I COULD not direct a camp without introducing a great deal of geography. Geography is so much a part of our everyday camp life that no boy can come in contact with Nature, as we do on our camping trips, mountain climbs, hikes, and long canoe trips, without showing genuine interest in things about him.

We do some real talking when we sit on top of a high fire tower and look down over a vast rolling surface of forest with ribbons of water winding their way among the trees.

We frequently walk along a rocky river bed and just naturally observe a great many things that water has done, is doing, and probably will do.

So many things present themselves that we do not require a classroom or a formal outline of study—things just pop up, and, of course, always from the boys. Rocks and minerals are of exceeding interest; indeed, I have one boy who is going a long way

in that study because of his interest at camp and later in school.

There is much to be observed in relation to glacial movement in our mountains. In fact, our camp site is on the floor of an old glacial lake, long since drained by the swift Sacandaga River. The boys swim in a pool formed by a rock thrust fault.

Many of my boys come from the Middle West and a summer spent in the forested and friendly mountains expands their knowledge of geography. My New York City boys, on the other hand, enjoy to the utmost a summer spent in seeing and doing things in a new environment.

The boys ask many interesting questions

about farming and lumbering in this region —both industries now of little importance. They invariably ask this significant geographic question: Why did these activities come, and why have they almost disappeared?

One cannot teach a group of boys in a formal way on these outings. One merely leads the way, striving to keep pace with the boys' spontaneous enthusiasm. One must manifest genuine interest and keen discernment and must know thoroughly what he is talking about, for the boys retain the knowledge one shares with them under such conditions. Formal classes would defeat the objective.

## American Education Award to Dr. Payson Smith

IN a recent bulletin to members, the Associated Exhibitors of the National Education Association announced the selection of Dr. Payson Smith as the recipient of the American Education Award for 1939.



The American Education award is made annually to an educator who, during his lifetime, has contributed conspicuously to the progress of education in America. It is the only educational award of national significance made in this country.

Dr. Smith's name will be added to the bronze plaque which hangs in the headquarters of the National Education Association in Washington, D. C. It will take its place in the following list of brilliant educators who have received the American Education Award since its inception in 1928:

1928	James W. Crabtree
1929	Susan M. Dorsey
1930	Randall J. Condon
1931	Philander P. Claxton
1932	Albert E. Winship
1933	Amos Alonzo Stagg
1934	Walter J. Damrosch
1935	Jane Addams
1936	Lorado Taft
1937	William McAndrew
1938	Charles Hubbard Judd

Presentation of the award to Dr. Smith was the highlight of a program given by the Associated Exhibitors for the members of the American Association of School Administrators at their Cleveland meeting, February 28.

Payson Smith was born in Portland, Maine, February 11, 1873. He attended the public schools of Portland, Westbrook Seminary, and Tufts College. He has received honorary degrees from Tufts College, the University of Maine, Bates College, Bowdoin College, Rhode Island College of Education, Norwich University, and Northeastern University. He served as instructor at Westbrook Seminary; was later principal of the high school and superintendent of schools at Canton, Maine; was later superintendent of schools in Rumford and Auburn, Maine; was State Superintendent of Public Schools for the State of Maine; and was Commissioner of Education for the State of Massachusetts.

Dr. Smith has served on many important state and national education commissions and is widely known as a lecturer and writer on educational subjects. A delightfully modest personality and keen mind have won for him thousands of friends in all parts of the country.

A sincere teacher, a most efficient administrator, and kindly gentleman has thus been honored.



# Justification of a Retail Selling Course

WARD B. GEDNEY

IN order to decide whether any course in the high school is justified, it is necessary to study the community background. Many social and economic factors affecting the secondary school program should be considered, also.

The exceptionally large enrollment and the demand for more courses in school by former day school students have made it necessary for the authorities to increase their facilities. An increasing number of students in business positions have returned to school work because of their lack of fundamental and specialized knowledge in the lines of work in which they are at present employed.

As a result, many school systems have established additional day school facilities, conveniently located. To meet the special demand of students who wish to carry on school work in addition to their employment, high schools have opened part-time training courses in the distributive occupations under the George Deen Act, where regular accredited school subjects may be studied, culminating in the granting of a diploma or certificate.

The ages of students in these special classes run from fourteen to fifty-five years. The wide divergence of ages makes it especially important to plan the courses so that they will meet the ordinary demands of all persons attending classes.

In determining the courses to include in the commercial curriculum, characteristic pupil interests and activities have to be considered. The word "interest," in its ordinary usage, expresses (according to Dewey<sup>1</sup>):

1. The whole state of active development: occupation, employment, pursuit, and business is referred to as an interest.

2. The objective results that are foreseen and wanted: the point at which an object touches or engages a student.

3. The personal emotional relation: interested in, is absorbed in, to be on the alert, to be attentive to, etc.

Table I gives some ideas of the vocational choices of pupils in the State of New Jersey<sup>2</sup> and the number entering selling courses.

TABLE I

GRADUATES ENTERING STORE POSITIONS

Year	Number	Year	Number
1932 .....	735	1935 .....	1,338
1933 .....	1,007	1936 .....	1,627
1934 .....	1,107	1937 .....	1,948

In 1928, 284 pupils were enrolled in salesmanship classes; in 1934, 1,978; in 1938, 5,239.

In the justification of any course, many questions present themselves to those who see students yearly leave the classroom to face the problem of making a living. Is the course functioning? Is it meeting present-day demands?

The only measure of any course is its success. The course is a success or failure in the same degree that its graduates and

<sup>2</sup> New Jersey Department of Public Instruction.

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<sup>1</sup> John Dewey, *Democracy and Education*.

drop-outs succeed or fail. Dr. Lomax has said:

The educational value of what is taught in the classroom is really determined in the final analysis by how well students can use, in worthwhile life situations, the knowledges, skills, ideals, and powers that are learned in the classroom.<sup>3</sup>

In determining courses, then, "It is our problem to discover how well the students of the department have been able to use, without additional training, the skills learned while in high school, and whether or not, at the same time, they acquired those attitudes and traits which make for stability and efficiency in the business world."<sup>4</sup>

A follow-up study of commercial students with respect to salesmanship was made by Miss Bina Traxler, of Sioux City, Iowa. The results of the study are given in Table II.

TABLE II  
USE OF SALESMANSHIP BY STUDENTS AFTER  
STUDYING THE SUBJECT

	Total		Girls		Boys	
	No.	%	No.	%	No.	%
Studied salesmanship . . .	189	100	121	64	68	36
Used salesmanship . . .	105	55	53	43	52	76
Did not use salesmanship . . .	84	44	68	56	16	23

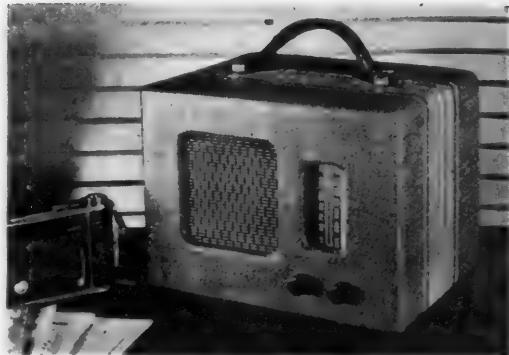
The table is, of course, of some value in judging the results of a selling training, but it should not be given too much weight. The real value of salesmanship cannot be measured alone by active commercial salesmanship. Every student or person who has sought work has used or has needed salesmanship. Every person who has commercial relations with another uses the principles of applied selling psychology:

Any impressions made by us, if they are to last, must be made either by what we produce or by the manner and fashion in which we produce it. To do either, requires a good salesman . . . To participate, understand, and satisfy human desires and needs; to grow into a knowledge of human relationship and an understanding of personal endeavor—this is salesmanship.<sup>5</sup>

<sup>3</sup> Paul S. Lomax, *Commercial Teaching Problems*.

<sup>4</sup> Bina Traxler, *A Follow-Up Study*.

<sup>5</sup> Verne Waltmyer, *Who Should Study Salesmanship*.



Corner of a Window Display in the Trenton High School Store

Business in the United States is becoming increasingly dependent upon salesmanship. All occupations require it. It can not be limited to one department of business. Everyone has something to sell—merchandise, services, ideas, or plans.

Trenton Public Schools recognize the foregoing facts and are rapidly inaugurating courses in the distributive fields, including salesmanship, marketing, advertising, and co-operative selling. It is realized, however, that such courses will have a general demand, too, because the principles that govern all life's activities are the principles of selling.

According to the 1930 census, 3,661,827 Americans are earning their living in sales work of some kind. This is, in itself, sufficient reason for public schools to offer a regular course in salesmanship and other courses in distribution. Of this number, there are employed, in the state of New Jersey alone, 55,702 men and 18,505 women, classified in the census as salesmen and saleswomen. Also, there are classified as clerks in stores, many of whom are sales clerks, 10,333 men and 4,434 women.

The Federal Board for Vocational Education made a study to determine the percentages of workers in the various commercial occupations. The Federal study covered commercial fields in eight cities: Springfield, Massachusetts; Meriden, Connecticut; Boston; St. Louis; Dallas; Los Angeles; Tacoma; and Seattle.

In building the commercial courses in Cleveland, an investigation of community

occupations was made under the auspices of the Cleveland Schoolmasters' Club. A questionnaire similar to that used by the Federal Board was distributed to commercial workers by teachers, who followed up sufficient drop-outs and graduates to represent a fair sampling of young workers. The figures obtained by the Cleveland study agreed, within 1 or 2 per cent, with the figures obtained by the Federal Board. They are significant as to the value of a salesmanship course and are given here.

Classification	Per cent
General Clerks	60-70
Retail Store Clerks	15-20
Stenographers	15-20
Bookkeepers	5-7
Typists	4-7

From this study, it can be seen that retail store clerks alone equal in percentage the number of stenographers and far exceed the number of bookkeepers and typists together.

Now let us again turn to some facts and statistics about Trenton. Clerks in stores are enumerated as 263 men and 91 women; and salesmen, 1,696 men and 836 women. When we compare these figures with the

number of bookkeepers, stenographers, typists and accountants, educators might very well be asked the question, "Why place so much stress on these subjects in the commercial curriculum?" Table III presents a comparison.

TABLE III  
EMPLOYMENT STATISTICS OF TRENTON,  
NEW JERSEY

Employment	Male	Female
Clerks in stores .....	263	91
Salesmen .....	1,696	836
Office clerks .....	1,600	800
Stenographers and typists .....	54	1,223
Bookkeepers, cashiers, accountants	531	540

This table shows quite conclusively that there exists a definite demand for some form of sales training. It is interesting, also, to compare the number of people actually engaged in these occupations and the number of those who are receiving training in these lines in the whole state, as previously shown. In this comparison, however, it must be remembered that the figures are not for the same years.

Because we are primarily interested in



*The Trenton Central High School Store*

Here the theory of selling training is applied under practical selling conditions.  
(Courtesy of Trenton Central High School Photography Club, John Slovak, Sponsor.)

pupils graduating or dropping out of school, it might be well to quote some figures on occupations of people of high school age. Table IV contains occupational statistics of commercial workers from the ages of ten to seventeen.

TABLE IV  
EMPLOYED PERSONS BETWEEN THE AGES OF  
TEN AND SEVENTEEN

Employment	Male	Female
Clerks in stores	56	6
Salesmen	96	97
Office clerks	74	24
Stenographers and typists	1	73
Bookkeepers, cashiers, accounting	8	19

This table would include practically all drop-outs and many graduates of the Trenton High School who found gainful commercial employment.

Again, from these statistics, there appears to be a very strong argument for the justification of more attention on distributive-trades courses, and less on some of the other subjects in our commercial curriculum.

And so, basing our conclusions on the facts, tables, and statistics, presented herein, salesmanship courses should be offered in the high school in order to give our commercial students an opportunity to receive training for the future occupations which they are most likely to follow. Summing up these outstanding arguments, salesmanship courses should be offered pupils in the commercial department because such courses have the following effects:

All students who desire to enter a commercial field receive a training that will be of immediate vocational value upon their completion of the course.

Students who do not intend to enter a selling field receive a training that will make for future advancement. This is predicated on the idea that all business centers around selling.

Students receive a training that will help them sell their services and ability in their business life.

All students acquire those skills, knowledges, and understandings generally required of persons engaged in business.

Abilities that "make people liked" in and out of business are developed.

High ethical standards are set.

## Terre Haute Holds Commerce Clinic

THE second annual commerce clinic held April 8 at Indiana State Teachers College, Terre Haute, brought alumni from four states back to the campus for a day spent in informal discussion of current problems in commercial education.

"We must expect changes, some drastic and some mild, in our handling of commercial education," said William Moore, principal of the John Hay High School in Cleveland, in the principal address, as he outlined current trends in the field.

Pictured in W. W. Parsons Hall at Indiana State before the noon luncheon meeting are: *standing, left to right*, William Moore; Shepherd Young, head of the Indiana State Teachers College commerce department; Fred H. Gillespie, of Arsenal Technical High School, Indianapolis, Indiana; seated, Irma Ehrenhardt, associate professor of commerce at Indiana State; J. Erle Grinnell, dean of instruction, who welcomed the visitors on behalf of the college.



# Self-Test on Shorthand Theory

No. 5 of a Series Prepared by LEONARD TRAP

Chatham, Ontario, Canada

**EDITOR'S NOTE**—It is suggested that teachers and teachers in training ask themselves these questions that Mr. Trap asked himself in learning shorthand. This series of questions on shorthand theory will be continued in succeeding issues. The figures preceding the questions refer to the paragraphs in the Anniversary Edition of the Gregg Shorthand Manual.

## CHAPTER V

### Unit 15 (Continued)

126. What is omitted in the termination *sume*?

127. What syllables are expressed by *pr*? What syllable by *b*? What syllable by *p*, and in what words? What syllable by *m*?

128. When is it more convenient to insert the vowel in *pro*?

129. What may be done with two or more simple prefixes? What is not required in compound prefixes?

130. In brief forms how many others can you think of that should be carefully distinguished from *except*? How would you write *perfectly* and *personally*, and according to what rule? How would you write *satisfactorily*, and according to what rule?

## CHAPTER VI

### Unit 16

133. What gave rise to the formation of the *-nt*, *-nd* and *-mt*, *-md* blends?

134. What kind of curves are these blends? To what do they correspond in length? What governs the length of the curves? At the beginning of words, what is omitted before these blends?

136. How is the combination *ld* expressed?

137. How are the days and months expressed? To what words, brief forms, and phrases do some of these forms correspond?

### Unit 17

140. How are the *gent-d*, *pent-d*, and *def-r*, *-tive* blends obtained.

142. Have you the special business phrases at your ready command?

### Unit 18

145. In what syllables is the vowel omitted at the beginning of words?

146. When is the vowel retained in *de*? As in what words?

147. When is the vowel retained in *re*? Before what kind of strokes, therefore, is *re* expressed by *r*?

148. In phrasing, how is *had* expressed when preceded by a pronoun?

149. How are the phrases *was not* and *is not* easily and legibly expressed? How are the contractions *wasn't* and *isn't* indicated?

## CHAPTER VII

### Unit 19

153. How are the *ten*, *den* and *tem*, *dem* blends obtained?

154. What three words must be added to the list of words in which the large circle is used instead of the diphthong *i*? How many words of this kind have we now? (29, 115, 121, 154).

154. What two words using the *ten* blend are written exactly alike?

154. In which four words in word drill is the circle omitted in the diphthong *u*?

155. When is the blend not employed? What syllable is, however, expressed by *ten*?

156. Where it is possible to use either *ten-den* or *nt-nd*, which motion blend is given the preference? As in what word?

157, 158. What interesting and valuable phrases are made possible by the blending principle? Which of these phrases is the same as what brief form?

158. When is *do-not* expressed by the sign *den*?

159. How is *don't* distinguished from *do-not*?

160. What rules taught in this unit do you see applied in Reading and Dictation Practice?

### Unit 20

71. What rules for expressing *r* following a vowel have we had?

161, 163. What rules are added now?

161. After *p, b*, where is the circle placed? As in what word? Where in all other cases? As in what words? Why is this distinctive method used?

164. When is *s* written contrary to the usual rule of joining to express *r*? When is *th* written contrary to rule?

165. When is *r* omitted? As in what words?

166. How are the syllables *tern* and *dern* expressed?

167. How is the termination *worthy* expressed? As in what words? How is the termination *worth* expressed? As in what word?

168. How is the syllable *ther* conveniently expressed? As in what words? How is *father* distinguished from *faith*?

(To be continued)

## Report of C.C.T.A. Convention

THE Central Commercial Teachers Association held its thirty-fourth annual convention on March 31 and April 1 at Hotel Fort Des Moines, Des Moines, Iowa. The theme of the convention was "The All-Round Development of Students for Business Life."

The day before the opening of the convention was set aside as Private School Executive Day. Ben F. Williams, of the Capital City Commercial College, Des Moines, presided at the morning session, and E. R. Maetzold presided at the afternoon session.

The National Association of Accredited Commercial Schools held a dinner, the program being in charge of S. J. Shook, of the Topeka Business College, regional director of that association.

A delightful informal reception and entertainment for the C.C.T.A. members, guests, and friends, was provided on the



ERNEST A. ZELLIOT

eve of the opening of the convention. Mrs. Ramona Foster was chairman of the local committee.

Vice-President Paul C. Moon presided at the general session on Friday morning. Ernest A. Zelliott, president of the Association, spoke on "Institutional and Professional Relationships in Business Education." A. W. Merrill, superintendent of schools, Des Moines, and Dr. Paul O. Selby, State Teachers College, Kirksville, Missouri, were general-session speakers.

Friday's program consisted of sectional meetings and round-table discussions.

The association banquet was held Friday evening, with President Zelliott as toastmaster. The Honorable George A. Wilson, Governor of Iowa, spoke a word of counsel to business teachers, and Paul A. Mertz delivered an inspiring address.

The convention closed with a general session on Saturday morning. B. Frank Kyker, Acting Chief, Commercial Education Services, United States Office of Education, spoke on "The Outlook in Business Education from a National Point of View," and Lloyd V. Douglas gave a prophetic address entitled "Looking Ahead in Business Education for the Midwest."



New Officers of the C.C.T.A.

Left to Right: Lloyd V. Douglas, State Teachers College, Cedar Falls, Iowa, first vice-president; Irene M. Kessler, Gates College, Waterloo, Iowa, secretary; E. R. Maetzold, Minneapolis Business College, Minneapolis, Minnesota, president; Leora Johnson, Cedar Rapids Business College, Cedar Rapids, Iowa, treasurer; Floyd Hancock, High School, Marshalltown, Iowa, second vice-president.



# The Commercial-Curriculum Elephant

LEWIS R. TOLL

TO what extent should the social-science emphasis be applied to the materials of business education? This question cannot be intelligently considered except as a part of the larger question, "What is the most desirable business education curriculum?"

True, many attempts have been made in recent issues of business education journals to describe the importance of "socializing" the business curriculum, but without due regard for other trends influencing the curriculum. A few verses will serve to illustrate the dangers of viewing one part of the curriculum at a time:<sup>1</sup>

It was six men of Indostan  
To learning much inclined,  
Who went to see the Elephant  
(Though all of them were blind),  
That each by observation  
Might satisfy his mind.

The *First* approached the Elephant,  
And happening to fall  
Against his broad and sturdy side,  
At once began to bawl:  
"God bless me! but the Elephant  
Is very like a wall!"

The *Second*, feeling of the tusk,  
Cried, "Ho! what have we here  
So very round and smooth and sharp?  
To me 'tis mighty clear  
This wonder of an elephant  
Is very like a spear!"

The *Third* approached the animal,  
And happening to take  
The squirming trunk within his hands,  
Thus boldly up and spake:  
"I see," quoth he, "the Elephant  
Is very like a snake!"

To what extent should the social-science emphasis be applied to the materials of business education?

And so these men of Indostan  
Disputed loud and long,  
Each in his own opinion  
Exceeding stiff and strong  
Though each was partly in the right  
And all were in the wrong!

The first of a number of conflicting views of the commercial-curriculum elephant may be clearly seen upon consideration of some of the social understandings, attitudes, and ideals to be developed in the first two units of a particular subject, as indicated by the following quotation. Notice how worth while and comprehensive these aims are, and see whether you can guess the subject that is to be used as a medium for their development.<sup>2</sup>

1. Giving a comprehension of business as a social factor; developing those attitudes and ideals that make for worthy citizenship.
2. Showing the dependence of all legitimate business on civic laws and institutions.
3. Building up a concept of law as a means of social control.
4. Evaluating business conduct in terms of its contribution to society as a whole.
5. Setting up ethical standards for the businessman and the office or store worker.
6. Developing an appreciation of the relation of the occupation to allied occupations and to the vocational world as a whole.
7. Bringing out the need for elevating the ethics of business relationships.

These and several other social understandings, attitudes, and ideals are, according to one educator, to be developed in the first two units of the subject of—have you guessed it?—SHORTHAND! I be-

<sup>1</sup> John Godfrey Saxe, "The Blind Men and the Elephant."

<sup>2</sup> J. V. Walsh, "How the Classroom Teacher May Develop Through Shorthand, Social Understandings, Attitudes, and Ideals." *Eastern Commercial Teachers Association Seventh Yearbook*, pp. 294-295.

lieve that this educator stands too near the broadside of this curriculum elephant.

One has only to read the Seventh Yearbook of the Eastern Commercial Teachers Association to find equally numerous, comprehensive, and praiseworthy social objectives presented for each subject of the commercial curriculum. After looking over the objectives of typewriting, it is easy to see that it is by far the most important of all social sciences—easy to see, that is, provided one has not realized the social objectives of bookkeeping.

We commercial teachers have a right to be proud of how thoroughly some of our members have visualized the need for greater social understanding on the part of our future citizens. But, before we give too much praise to these leaders, let us pay some attention to what other departments are doing to socialize the curriculum. Most of the social implications and attitudes claimed for shorthand are also asserted as objectives of Latin. French and commercial geography are becoming more alike.

I shall not mention English and social science, which seem to be closest to the center of the new curriculum.

You are familiar with the dynamos generating the socialization emphasis throughout the curriculum. The three biggest of these are: (1) increasing dependence of persons upon one another and upon institutions *beyond their understanding* that they have created; (2) increasing high school enrollments and the consequent reduction in average intelligence, ability, and economic status of the high school population; and (3) more democratic concepts fostered by leading educational philosophers.

The foregoing view of the elephant might be epitomized as follows:<sup>3</sup>

All the courses in the commercial department should be socialized as far as possible to fit the students for living rather than for a particular vocation.

Now, let us seize the elephant by the food-securing appendage—the trunk—by quoting Arthur C. Kelley, of San Jose State Teachers College, who says:<sup>4</sup>

<sup>3</sup> John C. Parsons, "The Future of the Commercial Course," *Balance Sheet*, May, 1938, p. 417.

◆ *About Lewis Toll: Instructor in commercial education, Western Illinois State Teachers College, Macomb. Degrees from the University of Illinois. A member of many professional organizations. Author of a research study based on interviews with 140 employers; chief interests are vocational guidance and obtaining community co-operation for commercial education. Three years of business experience; formerly taught commercial subjects in high school. Hobbies: tennis, golf.*

It is my belief that it is not the task of business education or of the commercial teacher to introduce courses of training which would examine the structure of society and develop in the minds of the students those skeptical attitudes of social criticism which will certainly hamper the success of their business careers. Let us, therefore, leave the teaching of such courses to the social scientists, for such training is dangerous and is not the task of business education. We must limit ourselves strictly to training for business vocational efficiency.

It seems to me that this point of view is unwarrantably illiberal. How can a knowledge of the social sciences actually hamper the success of business students? The case for vocational commercial education, however, is a bulwark that cannot easily be moved aside by the social-science tidal wave.

Let us return to the antivocational view. To say that "all courses in the commercial department should be socialized as far as possible to fit the students for actual living *rather than* for a particular vocation" is equivalent to speaking of training for football *rather than* for blocking and tackling, or training for basketball *rather than* training for shooting baskets.

My vocation is the most important part of my life. Not only does it consume more of my time, attention, and interest than any other activity or group of activities, but it provides the monetary return that enables me more completely to enjoy and benefit by leisure-time activities.

Camille Kelley, of the Juvenile Court of Memphis, Tennessee, says, "I can do more with a delinquent girl by giving her a new dress than by preaching all the sermons in

<sup>4</sup> Arthur C. Kelley, "Is 'Social-Business' Training the Task of Business Education?" *A Symposium of Socio-Business Education*, Monograph 31, South-Western Publishing Company, p. 17.

the world."<sup>5</sup> A vocation can give a girl a new dress—both literally and figuratively.

Consumer education is a third major part of the curriculum elephant that some educators are viewing at such close range that it is impossible to conceive it as only one related part of this big animal.

It is true, the consumer has been the "forgotten man." In another sense, however, he has been the "whole cheese." How to give the consumer what he wants at a price he is willing and able to pay is the functional purpose of both the producer and the distributor. The majority of retail businesses in the United States are losing money in attempting this, and four out of five retail businesses in Illinois cease to exist in a period of five years.<sup>6</sup> Man would have a greater means for enjoyment of business goods and services as a consumer if he were more efficient in his other capacity—that of a producer.

The three great forces, therefore, that are fighting for important places in the commercial curriculum are social-business education, vocational education, and consumer education. Of course, we all recognize that there are other important educational needs that must be met partly by the commercial department, such as personality development and skill training for personal use; but these responsibilities are less controversial and so do not seem to enter into the melee of the first three.

To what extent are these three forces related? That is a question on which there is much disagreement among the commercial-education leaders. Blackstone would have social-business training partly vocational and partly preparation for economic citizenship. His term, "occupational intelligence," includes:<sup>7</sup>

... these aspects of commercial law, commercial geography, and economics, in so far as they aim to help the student to understand his

job, to handle administrative or executive aspects of his job, to secure a job, or to win promotion.

Tonne says that this "occupational intelligence" can be developed in the strictly vocational skill courses, such as office practice; but that the social-business courses do no more to develop occupational intelligence than many other courses in the curriculum of the school and should not be considered as vocational.

Blackstone and many others consider consumer education worthy of courses designed primarily to carry out its objectives, but Shields says:<sup>8</sup>

Social-business education and education for the consumer should be the same. If an individual high school student is well informed as to the general structure of our economic and business society—especially in its marketing, personnel, and financial aspects—such a person is certainly going to be a more effective producer and consumer, particularly when he sees how these business problems affect him.

Now that I have presented this rather cursory view of all parts of the commercial-curriculum elephant, I shall give the conclusions I have formed from looking at the animal as a whole.

First, I strongly favor commercial education in the high school. I believe that the commercial department should provide the student who is interested in a business career, and who probably will not be able to go to college, with the type of training that will enable him to get a business job and secure promotion.

Paradoxical as it may seem, I believe that the complaint that high school commercial education is too vocational is made largely because it is not vocational enough. We are not providing enough opportunities for skill specialization.

In a survey I made in Quincy, Illinois, I asked 140 business employers to express their opinions as to the skills in which their employees were most lacking. The replies were in this order: (1) selling skills, (2) calculation, (3) penmanship, (4) office machines, calculating machines, and book-

<sup>5</sup> James Street, "Dixie's Mother Confessor," *The American*, July, 1938, p. 51.

<sup>6</sup> P. D. Converse, *Business Mortality of Illinois Retail Stores from 1925-1930*, University of Illinois, Bureau of Business Research, 1931.

<sup>7</sup> E. G. Blackstone, "What Do You Mean—Socio-Business?" *A Symposium of Socio-Business Education*, Monograph 31, South-Western Publishing Company, p. 7.

<sup>8</sup> H. G. Shields, "What Do You Mean—Socio-Business?" *A Symposium of Socio-Business Education*, Monograph 31, South-Western Publishing Company, p. 10.

keeping posting machines. Why not meet the needs of these employers?

I do not agree with those who would socialize courses in these skills. And of those who say, "Let the students get these skills in some institution on a higher level than the high school," I have only to ask two questions: Should this education be publicly supported? If so, are there sufficient numbers of publicly supported institutions other than the high school that offer such training?

With my next statement, I expect much disagreement. It involves the social-business subjects so much in dispute. I thoroughly believe that by doing what most educators would consider de-vocationalizing these subjects by the inclusion of more social interpretation and consumer education, we could give these subjects more vocational value for the future business employee than they now have. I am willing even to include bookkeeping as a social-business subject.

Again, I go to the businessman for my support. What are the facts, the understandings, the attitudes, the interests, the ideals, that businessmen would like their employees to have? Which of these constituents of education have business employees found most useful? The answers I have received reveal that we have done no better job in supplying business students with the appropriate business background, or "occupational intelligence," than we have done in training them in appropriate skills.

I confess that I cannot understand those who say that producer education is diametrically opposed to consumer education. A knowledge of the methods used even in the most extreme high-pressure selling certainly would not injure the consumer; and a knowledge of consumer buying would help, rather than harm, the producer. A recent book, *Consumer Goods*, by Reich and Siegler, is on the select library list of the *Syndicate Store Merchandiser*, a trade journal for variety store managers and employees.

The wants of the consumer is the starting point of all economics. It is to satisfy

these wants that the producer and distributor are in business. Hence, it might be said that a study of the products and services of the producer and distributor is consumer education. The only difference that I see between business education for the consumer and business education for the producer is that the producer has to have more of it.

Even outside the buying-selling relationships, the principal business duties Mr. General Citizen is called upon to perform are, largely, the nontechnical duties of a business employee. Is training in answering a telephone or keeping a checking account consumer education or producer education?

Now for social interpretation! I believe that business education should include those understandings and attitudes that will enable the producer and the consumer to *improve* institutional machinery.

My conclusion is that a program for business education in the high school should start with a study of the purposes and functions of economic institutions that are created out of producer-consumer relationships. Pupils studying these business subjects for use as consumers will probably not spare the time to continue as far in this integrated program as those studying for business occupations. The program might become increasingly technical in the larger high schools. The training in the business skills at the end of the program should be highly specialized.

[Editor's Note—The persons mentioned by Mr. Toll in his article were invited to comment on his references to the statements made by them. Their comments follow.]

## Comments On Mr. Toll's Article

*Arthur C. Kelley, Associate Professor, Department of Commerce, San Jose State College, San Jose, California*

THERE is much in Mr. Toll's article with which I am in complete agreement. He believes in the vocational aim of business education, and with that I heartily concur. He considers, however, that to limit commercial teaching to those courses

that train strictly for vocational efficiency indicates a very illiberal and narrow attitude. The difference of opinion here, I think, rests on the meaning of the words "business vocational efficiency." Perhaps this is not the best phrase to use; in fact, I should rather now use the phrase "business vocational success," which has a somewhat more comprehensive connotation.

I begin with the premise that the primary objective of commercial education is to prepare the student to get a job, to hold it, and to win promotion, if possible, to higher and better-paid positions. This being the primary objective of the high school commercial courses, I attempt to judge any commercial course on the basis of the contribution that it makes toward this objective of vocational proficiency and business success. If any particular course makes no contribution toward business occupational success, it should not be included in the commercial curriculum.

Now what are the elements that make up proficiency in business occupations and lead toward business success? First of all, there is technical efficiency in performing the particular task. Technical skills—such as speed in shorthand and typing, accuracy in transcription, legibility of handwriting, proficiency in arithmetic, knowledge of bookkeeping principles and technique, ability to operate calculating, bookkeeping and other office machines—are all skills that are basic in commercial occupations. To train the students, therefore, in these skills is an essential function of the high school commercial curriculum.

Businessmen and educators agree, however, that technical expertness in a particular skill is not all that is required for business occupational success. In addition to technical efficiency, if success and advancement to higher positions are to be achieved, it is necessary to have "occupational intelligence." By this phrase is meant such character traits as general intelligence, ability to size up a new situation and adjust oneself accordingly, ability to co-operate and get along with people, to take orders and follow instructions, and ability to speak and,

sometimes, to write effectively. Furthermore, there is needed an interest in, and a loyalty to, the enterprise with which one is connected.

The question I now raise is this: Do courses of instruction that examine into the structure of society and develop in the minds of the students skeptical attitudes of social criticism contribute to the occupational business success of the student?

My experience has convinced me that such courses, when given to the mentally immature high school student, are often detrimental and do not add to the occupational intelligence of the student. On the contrary, such courses often develop in students attitudes of mind that will hamper them in winning promotion and business success. Social criticism, no doubt, has a place in higher education, but I do not believe that its place is in the secondary school commercial course.

We live in a capitalistic economy, where business is carried on by innumerable more or less independent, profit-seeking enterprises. This economic system may be far from perfect, and it may be supplanted at some future time by a different system; but it is the regime under which the students must get jobs, and with which they must learn to co-operate. They must, therefore, learn to play the game according to the present approved rules. No businessman will knowingly hire a critical social reformer or a radical and put him in his plant or office where he may try to stir up discontent and labor trouble of one kind or another. Loyalty is a decided asset for the employee who wishes to advance in business occupations, and commercial courses ought to make the students aware of the need for this attribute.

It is my opinion that courses that examine into the basic structure of our society are likely to undermine the students' loyalty to our present business and economic regime and involve them in some brand of radicalism, to their own detriment. It seems to me that commercial teachers should not sponsor courses that are likely to have such results.

This does not mean that the students should be trained to become merely subservient, technically efficient yes men. Businessmen agree that the trouble with our high school graduates is that they do not know "how to think" and that they do not "use their heads." By all means, we should encourage them to think, to reason, and to criticise; but, in so far as commercial courses are concerned, this thinking and criticism should be directed along constructive business lines. There are plenty of business frauds, misrepresentations, and unethical practices that students should be encouraged to think about and to criticise very severely, but delving into the basic structure of our society is hardly within the province of the high school commercial department.

As to consumer education and its relation to business training, it is true that a knowledge of business methods, organization, and practices will not harm the consumer. On the contrary, he must have this knowledge if he is to guard against high-pressure selling methods and other practices that are injurious to him. Likewise, the businessman must certainly have some knowledge of what constitutes "consumer education" if he is to "sell" the consumer effectively.

While there is a common field of knowledge that is needed by both the producer and the consumer, their *interests are not identical*. The interest of the producer is to increase his business profits as much as possible, whereas the interest of the consumer is to pay the lowest price possible for the greatest service.

There must be this conflict of interest from the nature of their positions. The purpose of "consumer education," therefore, is to give the consumer information and knowledge that will enable him to become a wise spender of income and to extract from every dollar spent the largest possible service and satisfaction.

As to the social-business courses that attempt to give the students a broad background and some understanding of our business and economic system—such as courses in business law, economics and economic history—they are eminently desirable if they are properly taught. Such courses are

highly vocational and may contribute much to business vocational success. Surely the businessmen and women of today, especially those occupying the higher positions, have much need for a broad background and an understanding of our economic and social relationships. As one progresses toward the higher levels of business occupations, there is an increasing need for a liberal education. The high school commercial curriculum may very well lay the foundation for such a broad background.

*John V. Walsh, Principal, Flushing High School, Flushing, New York*

I HAVE read Mr. Toll's article, "The Commercial-Curriculum Elephant." While it is true that a faulty perspective of any view is obtained by too close proximity, as is shown by the poem as well as by an analysis of certain contributions, including mine, nevertheless, when a contributor to a yearbook is given a definite assignment, he has to adhere closely to his subject.

The precise assignment which was given to me was to show how the classroom teacher may develop, *through shorthand*, social understandings, attitudes, and ideals. I set up certain understandings, attitudes, and ideals which may very well be attained through the study of shorthand, and I proceeded to show how this might be done. I can conceive that a teacher of bookkeeping who had the same assignment might take the same understandings, attitudes, and ideals and make out a satisfactory case for his own subject. This might be done for each of the major commercial subjects.

I do not feel, therefore, that the criticism of Mr. Toll in any way weakens the effectiveness of such articles as he discusses in his paper. Is it not true that in studying any large subject we tend to isolate one topic and exhaust the study of this topic? Is not that precisely what each one of the contributors to that yearbook did? Of course, this procedure is open to the criticism that the analysis is handled too meticulously. It would seem as though a critic of a number of articles might temper his

criticisms if he would keep in mind that yearbook contributors and commentators usually seem to over-particularize when they are given one small phase of a topic to discuss.

*Harald G. Shields, Associate Professor of Business Education, School of Business, University of Chicago*

THERE is little for me to add except to point out that Mr. Toll's conclusions are substantially what I contended in the symposium to which he refers. So there is no issue.

On the score of vocational business education I think Mr. Toll is on the right track. Of course this was not discussed at the time of the symposium for the simple

reason that it was not the problem at hand. Some of the findings in the recent Regents' Inquiry in New York State, in which I participated, bear out Mr. Toll's contentions.

*Dr. E. G. Blackstone, Associate Professor of Education and Commerce, University of Southern California, Los Angeles*

ASIDE from some minor points, I have no objections to this article or to the inclusion of his references to my writings. Probably those minor points are matters of interpretation, and if our terms were defined we should be in agreement. As a matter of fact, I think that an article of this kind might be distinctly wholesome.

JOHN W. LANGSTON, one of the field representatives of the Gregg Publishing Company, and Miss Aileen Marshall, a teacher of business subjects at the Thomas Jefferson High School, Council Bluffs, Iowa, were married at Lincoln, Nebraska, on March 10.

Mrs. Langston, who is a graduate of the University of Nebraska, taught business subjects in the high school at Beatrice, Nebraska, before going to Council Bluffs. Mr. Langston, who is a graduate of Illinois State Normal University, taught in the Springfield, Illinois, High School before he joined the staff of the Chicago office of the Gregg Publishing Company.

Mr. and Mrs. Langston will make their home in Omaha, Nebraska.

AT the March meeting of the Southern California Commercial Teachers Association, the constitution of that association was amended so that it now becomes a branch of the Federated Business Teachers Association of California and will be hereafter known as the Federated Business Teachers Association of California, Southern Section.

The new president of the section is E. M. Westcott, of Ventura Junior College.

ESTABLISHMENT of the Ayer Foundation for Consumer Analysis as a memorial to F. Wayland Ayer, founder of the modern advertising-agency system, has been announced by H. A. Batten, president of N. W. Ayer & Son, Philadelphia.

The foundation will be operated independently of the production department of the company. Dr. Donald A. Laird, formerly of Colgate University, will be the director.

Explaining the objectives of the Foundation,

Mr. Batten said that one of the major problems in this country today is that of providing greater income and increased purchasing power for the great mass of people. He commented as follows:

One way to approach this problem is to understand the consumer better, with a view to reaching him more efficiently and economically. Increasing the efficiency of our present methods of distribution would reduce the cost to the ultimate consumer, and thus make for greater consumption, greater production volume, more jobs, and higher wages.

AT CHICAGO executive considers as a business necessity that young men should be trained to think on their feet and talk on unrehearsed subjects intelligently and convincingly.

"We take all our men in our sales organization," he reports, "and expect them to develop cultural habits such as appreciation of good painting and good music, the understanding of well-written editorials, and making use of the free institutions found in the city that give the education some people feel it is necessary to go to college to acquire."

The need of a cultural background is stressed by most—knowledge and appreciation of the arts, of government and civics and particularly of social responsibility.

One business man said: "Our American college is a waste of time for a boy who has been in what good secondary schools ought to be." This opinion supports the views of business men collected in a recent magazine survey, which showed 42 per cent favoring the high school graduate and only 29 per cent the college graduate—*The New York Times*, April 9, 1939.

# Winners of Catholic High School Typing Contest

THE nation-wide typewriting contest conducted annually by the National Catholic High School Typists' Association was held March 9. Fifty-six Catholic secondary schools from twenty-one states participated.

Trophies were awarded for first, second, and third place in each division, with ribbon awards for the ten highest individual winners and honorable mention for the next ten.

Class A schools are those with fewer than thirty-one entrants.

Winning schools were as follows:

## NOVICE, CLASS A

*First:* Mount St. Benedict Academy, Crookston, Minnesota; *second:* St. Xavier's High School, Junction City, Kansas; *third:* St. Gabriel's High School, Glendale, Ohio.

*Honorable Mention:* Our Lady of Angels Academy, Clinton, Iowa; Aquin High School, Freeport, Illinois; St. Joseph's Commercial High School, Chicago; Marymount Academy, Salina, Kansas; St. Angels Academy, Carroll, Iowa; St. John Baptist School, Muscoda, Wisconsin; St. Fidelis High School, Victoria, Kansas.

## NOVICE, CLASS B

*First:* Girls Catholic High School, Hays, Kansas; *second:* St. Cecilia's Academy, Washington, D. C.; *third:* Regina High School, Norwood, Ohio.

*Honorable Mention:* Ursuline Academy, Springfield, Illinois; Catholic Central High School, Hammond, Indiana; Sacred Heart High School, Salina, Kansas; St. Mary's High School, Clinton, Iowa; St. Joseph's College and Military Academy, Hays, Kansas.

## AMATEUR, CLASS A

*First:* St. Mary's Academy, Leavenworth, Kansas; *second:* Mount St. Benedict Academy, Crookston, Minnesota; *third:* St. Xavier's High School, Junction City, Kansas.

*Honorable Mention:* St. John Baptist School, Muscoda, Wisconsin; St. Joseph's Commercial High School, Chicago; Marymount Academy, Salina, Kansas; St. Joseph's School, Oklahoma City, Oklahoma; St. Francis Academy, Hankinson, North Dakota; Aquin High School, Freeport, Illinois; St. Alphonsus High School, New York, New York.

## AMATEUR, CLASS B

*First:* Girls Central High School, Butte, Montana; *second:* Catholic Central High School, Hammond, Indiana; *third:* St. Xavier's Academy, Providence, Rhode Island.

## SPECIAL AWARDS FOR PERFECT PAPERS

Louis Wiesner, St. Joseph's College and Military Academy, Hays, Kansas.

Rita Steinhauer, Regina High School, Norwood, Ohio.

# Business Education Summer School Directory

(Continued from the April, 1939, Issue)

## IOWA

MORNINGSIDE COLLEGE, Sioux City. June 9 to July 12; July 13 to August 16. Dr. M. E. Gruber, Director; Dr. Kirkpatrick, Department Head.

## DISTRICT OF COLUMBIA

WASHINGTON MISSIONARY COLLEGE, Tacoma Park. June 5 to August 25. W. J. McComb, Summer School Director; S. W. Tymeson, Supervisor of Commercial Subjects.

## WEST VIRGINIA

WEST LIBERTY STATE TEACHERS COLLEGE, West Liberty. June 12 to August 11. Dean Homer Cooper, Summer School Director; Miss Hazel L. Blum, Supervisor of Commercial Subjects.

## ALBERTA

CALGARY NORMAL SCHOOL AND THE PROVINCIAL INSTITUTE OF TECHNOLOGY AND ART, Calgary. July 3 to August 4. James Fowler, Director. EDMONTON NORMAL SCHOOL and the UNIVERSITY OF ALBERTA, July 3 to August 4. William H. Swift, Director.

## BRITISH COLUMBIA

UNIVERSITY OF BRITISH COLUMBIA, Victoria. July 4 to August 5.

## MANITOBA

UNIVERSITY OF MANITOBA, Fort Garry. July 3 to August 16. Dr. D. S. Woods and Dr. William Tier, Directors.

## SASKATCHEWAN

UNIVERSITY OF SASKATCHEWAN, Saskatoon. July 3 to August 11. A. Hodgkins, Department Head.



# This Thing Called Salesmanship

HARRY M. BOWSER

For teachers who do  
not like salesmanship and  
find it difficult to teach

**A**S I travel over the country, calling on an average of five or six schools daily, I find many teachers who tell me that they do not like to teach salesmanship and that they find it a difficult course to make interesting and worth while. It is to these teachers that I dedicate this article.

It is difficult for me to understand how anyone could dislike teaching salesmanship. It is the most interesting subject I have ever taught and surely one of the most practical. We all use it every day of our lives.

You would be interested and no doubt surprised if you were to stop and take inventory of your activities on any one day of your life to find how many times you actually use salesmanship. Another thing that might impress you, upon taking inventory, is the fact that the salesmanship you use in your daily contacts, in attempting to sell yourself to your social and business associates, could be greatly improved upon. You might even find that your salesmanship is of the same caliber as that of the young farmer boy who called at our home one day selling potatoes.

When my wife went to the door, he looked at her with a sparkle in his eye and inquired, "You wouldn't want to buy any potatoes today, would you, madam?"

Now, my wife comes from a fine Pennsylvania Dutch family, and being, therefore, very polite, would not argue with the young man for the world; so she agreed that she didn't want to buy any potatoes. To this the boy responded, "Thank you very much, lady. Goodbye."

Then the young man went to the house next door, told the woman there that she didn't want to buy any potatoes, and she,

being also of Pennsylvania Dutch extraction, agreed that she didn't want any. The young man thanked her for not wanting to buy any potatoes and then went on to the next house and so on down the block.

Now you laugh at this and say, "Of course that young man couldn't expect to sell potatoes by going from door to door telling people that they don't want to buy any potatoes and then thanking them for not buying them," but I wouldn't be afraid to wager my last shirt that a large percentage of those who will read this article have used and do use this same type of salesmanship.

How many times have you, and how many more times have your students, attempted to sell a ticket to a social function by using the farmer-boy method, asking, "I don't suppose you would want to buy a ticket for our dance next Saturday night, would you? No, I didn't think you would."

Or, how many times have those of you who are faithful church attenders (and I understand that there are some such people in the teaching profession) gone up to a friend with this statement: "Don't suppose you would want to go to church with me next Sunday, would you? No, I didn't think you would."

I wonder, and you should also be concerned, how many of your students are going out to apply for positions in the business world with a sales talk like this: "Good morning, Mr. Employer, I don't suppose you're on the market for a stenographer today, are you? No, I didn't think you were."

*Of course he doesn't need a stenographer when told that he doesn't, and you can be*

sure that he will never let that applicant know when he discovers that he does need one. I wouldn't even blame him for being angry at the applicant for lying to him if he later finds out that he really does need a stenographer.

These things are simple, aren't they? Of course they are, and that is just the point I want to put across: *Salesmanship is a simple thing*. You couldn't make salesmanship difficult if you wanted to, because it is just plain common sense, good reasoning, and the proper use of oral persuasion; but for some reason or other, the average person will use the farmer boy's method of negative suggestion rather than the salesman's method of positive suggestion, unless these things are called to his attention.

The way to teach salesmanship is to use just such examples as I have given here. They are humorous and perhaps ridiculous, but you will have to admit that they represent the kind of salesmanship we hear all around us day after day. The fact that they are humorous helps them to become more fixed in the minds of young people.

### *The Right Way*

Of course, you should follow up these wrong methods with the proper methods. For example, how *should* the farmer boy have presented his potatoes?

In the first place, he should have had a potato with him, and when the lady made her appearance, he should have said something like this, "Good morning, madam. What do you think of these potatoes (*holding the potato up and looking at it admiringly as if it were something of real value*)? They are the finest potatoes we have grown in many a season, and they are only a dollar a bushel. How many bushels can you use?"

In using this illustration, I always explain to the students that neither method will work every time. The lady may not buy under either method. Maybe she doesn't like potatoes. Maybe she doesn't need any potatoes, or maybe she hasn't any money with which to buy potatoes. There may be a hundred and one reasons why she wouldn't buy potatoes under either method.

We can never hope to find sales methods that will work every time. If we could, many of us in the profession could have retired at the end of our first year and would have had enough capital to live comfortably for the rest of our lives. The only thing we can hope to do is to find the methods that work the greatest number of times, and those of us who are in the sales profession know that the positive-suggestion method will produce many more sales than the negative method.

Let us now consider what we can do for the young student applying for his first position. Instead of telling the employer that he doesn't need a stenographer, he might have presented himself in the following way. In the first place, he should have a personal sales aid with him. By this I mean a loose-leaf notebook labeled, "Experience and Qualifications of A. Student" (his name).

The student has prepared this sales aid as a term project during his sales course. Into it he has placed all the papers representative of his best efforts, which have been returned to him by the teachers of the various subjects he has studied; a good paper in shorthand, a good paper from the typing class, another from bookkeeping, etc.

In this sales aid he has been instructed to place anything that is complimentary to him that he may have produced either in school or as a part of his outside activities. Perhaps it should also contain a picture of the student, and by all means a specimen of his best handwriting.

Now he presents himself to the employer with his sales aid under his arm and says something like this, "Good morning, Mr. Employer. I'm A. Student. I have come to apply for the position of secretary with your company. Now I know what you are

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probably thinking, Mr. Employer—that I haven't had any experience. Well, it is true that I haven't, but I have been to school preparing for this position; I have worked hard and I know that I can handle it. To prove this to you, I have brought with me some specimens of my work to give you an idea of the type of individual I am and the type of work I do."

At this point, the student produces his sales aid and continues by explaining the different specimens as he turns to them.

The average individual is nervous about applying for a position. Much of this is due to the fact that he doesn't know what to say, where to look, what to do with his hands, and above all how to impress and get the desired attention and interest of the employer.

The use of the sales aid makes all this easy. No salesman, regardless of how much experience he may have had, would feel at ease trying to give a sales talk without having something tangible in his hands to talk about, either in the form of a sales aid or the article itself. The preparation of a sales aid should be a term project in every course in general salesmanship.

Let us now consider the proper method of selling the ticket to a social function. Instead of saying, "I don't suppose you'd want to buy a ticket to our dance, would you?" suppose we instruct the student to say something like this:

"Hello, Bill, I know that you will want to go to our dance next Saturday night. The question in my mind is, 'How many tickets can you use?'"

As for the church member, I believe he will do more toward assisting his minister to fill his empty seats if, instead of telling his friend that he wouldn't want to come to his church, he were to say something like this:

"Hello, John. How about going to church with me next Sunday? We have a fine minister and good music, and I am sure you would find our service interesting and worth while. Suppose I call around for you next Sunday morning at eleven."

Perhaps you are saying to yourself at this time (that is, if you have been patient

enough to bear with me to this point),<sup>1</sup> "Well, these illustrations are interesting and practical; but, not being a salesman, I am not resourceful enough to think up such examples."

You don't have to be a salesman, nor do you need to be particularly resourceful. Hundreds of these examples are flying around you every day. All you have to do is to watch your own selling methods and those of people with whom you come in contact each day, and you will be able to bring any number of them into your classroom.

Remember that you can't learn salesmanship by reading a book. Neither can you teach it to someone else by having them read a book. You learn salesmanship by practice, and that is the way it should be taught.

There is such a thing as the salesman's language, examples of which I have tried to give you in this article. There is a way of talking that must be mastered. There are very few principles of salesmanship. I think I could teach all of them in about one class period. It is the practice of these principles over and over again that makes a good salesman.

For this reason, your course should be a project course and not a reading course. Don't select the largest book on the market for your text. Select the one which presents the principles of salesmanship as concisely as possible, and then tie these principles up with real, live, practical projects. Dramatize your illustrations and make them interesting and even humorous whenever you can.

Did you say salesmanship was hard to teach? uninteresting? impractical? I am sure that you will not find it so if you are continually on the lookout for practical illustrations to bring into the classroom. You can find them in your daily contacts, in the newspapers, magazines, and coming over the air by way of your radio. They surround you and your students, so make use of them.

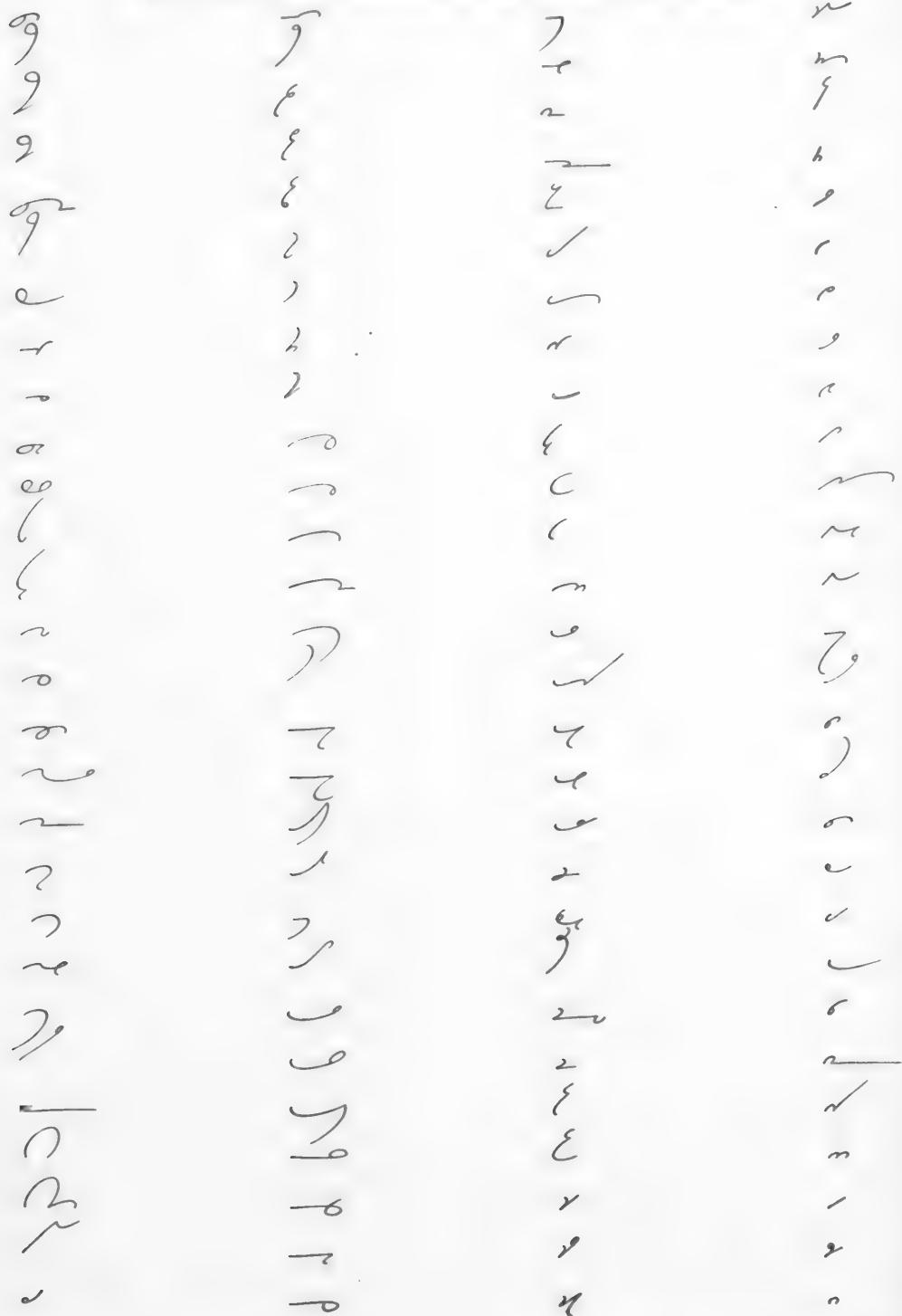
<sup>1</sup> That is negative suggestion, Mr. Bowser.—*Editor.*

# An Upside-Down Shorthand Test

LAWRENCE E. BRETSCH

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[Mr. Bretsch's letter, explaining this test, appears on page 804.]



# Key to Upside-Down Shorthand Test

DOWN	UPSIDE DOWN	DOWN	UPSIDE DOWN
COLUMN 1		COLUMN 3	
COLUMN 2		COLUMN 4	
acknowledge	they	never	for it is, for its
advantage	could	next	etc., eats
advertise	repent	one, won	it is, its
after	Gentlemen	number	confidences
again	money, many	opinion	force, for his
agent	he would	order	instant, instance
allow	bring	organize, organization	you must
another	secure, seeker	other	bees, best,
any	present, presence		believes, beliefs
answer	friend, friendly		skiis
arrange-ment	market, Mr.		next
body	eager		tick
business	rare		sick, seek
call	where, aware, air		effect
care	you are		direct
character	civil		week, weak, he can
clear	you have		of our
come	acquaint-ance		for
company, keep	snare		confident, confidence
confident, confidence	earn, whether or not		sufficient, suffer
correspond-ence	thereon, thorn		can
cover	gave, gay		though, thereof
deal, dear	jar		look, will you
determine	unlike, inlay		do, due, dew
differ-ent, difference	to pay		in full
difficult-y	to be able		moan, mourn
Dr., during	bay, be able		no, know
either	ray		send, seen, scene
			been, bound
enclose	arm	strong, strength	of
ever	some, sum	success	to see
except	tame	such	at, it
expect, especial	aim, I am	sure	of all
experience	big, beg	till, tell	dollar, dough
fall, follow	ago, I go	the	memorandum
for	egg	they	thorough-ly, three
full	ordinary	thorough-ly, three	go, good
future	pound	those	to, too, two
gave	stand	to, too, two	key
give-n	between	together	real, regard
go, good	conform	trust	ebb
gone	form, from	truth	point, appoint
govern-ment	be, by, but	unable	eaten
have	bill, built	until	have not
important-ance	unless	use	country, can't
improve-ment	will, well	very	asked
individual	he will	week, weak, he can	lot
industry	allow, I will	were	what, ought, of it
influence	to put	what	is there
into	hope	will, well	with
let, letter	put	with	either
like	up	woman	there, their
love	if his	word	eat
mail	foresee	world	ocean
matter	first	it, at	which is, changes
must	believe, belief	yesterday	rose, rows
my	run, are not	you, your	countries



# Coal Handlers and Fingerprint Artists

BERNICE C. TURNER

**D**O you teachers ever wonder what your former students are like in an office?

In school, you give them one sheet of paper at a time, they hand you back a letter neatly typed, and you probably think that you have finished your job of teaching typing. We, who work in offices where from three to nine copies of all papers are required, too often gain an entirely different impression of your "finished product."

Maybe you in schools have time to wait for "perfect copies"; few busy officials, however, can afford either the time or the paper to indulge in this folly. Hence, the development of real skill in erasing is of prime importance in preparing typists for business positions.

During the last two or three years I have been amazed at the scores of typists, graduates of public and private schools, who are unable to erase skillfully. Given a job with six copies, they will (at the end of one hour) emerge so black that one would think they had been playing in a coal bin. Certainly any stenographer should know how to handle carbon work with enough neatness that she will not have to wash her hands before turning to other details of office routine.

## Use Paper Shields Correctly

Five persons with whom I have worked during the last year did not know how to insert the paper shield *under* the coated side of carbon. They actually placed the piece of shield paper above the carbon paper and then proceeded to erase so vigorously that the surface of the carbon coating was rubbed into the copy sheets until they could not be cleaned.

With a single carbon copy, satisfactory erasures may be made if a stiff card is placed above the carbon and the error erased *lightly*, but that method is not quick or certain enough to use when many copies are required.

Even some of the typists who placed the protection sheet properly (*under* the carbon and *next* to the writing) started to erase from the last copy forward, pulling the protection sheet out as they came forward. The resulting smudge on each carbon copy made their work useless.

## Rules for Erasing

Six rules for erasing carbon work should be followed, I think. I do not care how erasing is done, so long as results are good; I merely offer these suggestions to teachers who wish to turn out efficient erasing artists.

Suppose you have an original and five carbon copies:

Cut five pieces of shield paper or use five library cards (3 inches by 5 inches).

Insert one piece of paper *over* the writing (*under* each carbon) beginning with the last copy, so you will be ready to work on the original when you finish inserting the shields.

Erase, beginning with the original.

Leave each sheet of shield paper in its place *over* the carbon paper while you are erasing the carbon copy it protected. The shield keeps your hand from becoming smeared with carbon while you are rubbing. (For erasing the carbon imprint, it is better to use an eraser different from that used for taking off original typewritten imprints.)

As you finish neatly erasing each carbon copy, withdraw the piece of shield paper.

When you have finished, *count* to see that you have removed the proper number of pieces of shield paper. If one is missing, you have probably left it in the machine. Unless you remove it before you continue writing, one finished carbon copy will have a blank spot on it.

### *Erasing at Page Ends*

The cylinder must not be turned too far forward. Usually the best method is to release the carriage and draw it to one side so that the error is brought as far from the printing point as necessary. When turning back the paper on many machines, especially when very near the end of the sheet, the paper is likely to slip. Some of the copies will then be ruined.

Erasing can be done from the back. That is, the cylinder can be rolled backward instead of forward. If the typist knows that his machine does not hold paper firmly near the bottom of the sheet, he should try this method.

On most carbon work the bail is safer than paper fingers. Office machines should be so equipped, where much statistical work must be done, or typists will be plagued by "treeing" if they are not extremely careful to release the tension on the paper fingers and on the paper feed rolls occasionally. This last is accomplished by pressing the paper against the cylinder to prevent its shifting and at the same time releasing the paper-release lever momentarily just enough to permit any bulging of the paper to subside. It is imperative on bail machines that the feed rolls be adjusted to hold the paper firmly.

### *The Safety-Razor Trick*

When erasures must be made on letters and one is afraid of ruining the alignment on the original, the erasure may be made on the original copy only. The word may then be typed in without erasing the carbon at all.

When the work is taken from the machine, a safety-razor blade may be used to take out the mistake on the carbon copy, and the strikeover will not be noticeable.

In other words, you will have on your carbon copy the original incorrect word

with the correct word struck right over it. Your job will be to take a safety-razor blade and dig out (not deeply enough to cut through the paper) the portions of the original outline which show through.

A razor blade may also be used for changing the comma into a period, or for erasing a comma or an incorrectly struck letter on an original copy. If one has a light touch and a deft hand, a razor blade is far superior, in many cases, to attempting to erase through a number of carbon copies.

I have never known the use of the razor blade to be taught in any typing class, but the method is commonly used in first-class office typewriting departments and by many excellent secretaries who take pride in their work. Artists find the razor blade an indispensable part of their equipment for turning out drawings for line cuts.

### *Handle Paper by Its Edges*

In placing paper in a machine, students should be taught not to press their fingers down on the sheet; they are not having their fingerprints taken. The paper should be held at the edges so lightly that no finger ever presses flat against the sheet itself. Frequently an oil comes from the palm of the hand, especially in warm weather; and few typists are able to pinch paper, even lightly, without leaving their fingermarks upon it.

### *The Sad Tale of a Two-Color Job*

Sometime last summer we employed an experienced secretary to do statistical charts, eight copies on a wide-carriage machine. The first chart, 28 inches wide, was to be typed first in black figures. Then,

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after all the black work was finished, the black carbon was to be removed and red carbon inserted—the ribbon being transferred to red for the original red-figure work. We expected a good typist to produce three of these charts in a day.

First, I noticed that the woman did not know how to insert carbon paper for making two-color work. I showed her that she must first insert her eight large forms and get them properly aligned in the machine. As soon as they were firmly fastened in the typewriter, she could insert the seven sheets of black carbon paper, seeing that all sheets were near enough to the top to catch the first line of typing.

When she had finished the black work, she must be careful not to roll the cylinder back too far, so that the paper would be released from the machine; but she must roll it back far enough so that she could pull out the seven black sheets and insert seven sheets of red carbon paper. (When only a few red figures are to be typed, the red carbon may be placed under the black; but on many copies of a large chart, a complete change is economical and nearly always necessary.)

By inserting carbons after the work is fastened in the machine, one can be sure that the alignment of writing on all carbons is correct, even if the paper is lined, as is the case in many legal forms. This method is especially efficient when paper and carbon sheets are not of uniform size. Even that experienced secretary evidently did not know that several sheets, once taken from a typewriter, present an almost impossible task in realignment.

#### *The Sign of "The Red Hand"*

About noon the woman came to me and said, "Miss Turner, I do not wonder that statistical typists jump out of the window." She had been a little slow, so I was not surprised to hear her express what I, at the moment, considered dissatisfaction with her speed.

I suppose I must have been dreaming peacefully through that hot day, and the typist's talk about committing suicide evidently penetrated my subconscious. Anyway,

I wish I could convey to you how the sight of a full-sized *red hand print*, smack in the middle of that huge sheet of her finished work, startled me. I am not a reader of detective stories, but it never dawned on me that the red hand print could have come from red carbon; I believed myself gazing upon a bloody trace of tragedy.

Naturally we do not send out work with a symbol of "The Red Hand" imprinted on it, so her half day's work had to be done again, all because she had never been taught to erase properly.

I know I risk being called a crab, but I demand that you teachers train *my* typists to handle *my* paper "with gloves on." And after they get work neatly erased, please see that they strike the new letters with a light touch—not with such a punch that one would think the correction had been done with another ribbon!



**C**ULTURE is the first essential today for a college faculty member, in contrast to yesteryear's demand for prolific producers of research publication, said Dr. C. S. Boucher, Chancellor of the University of Nebraska, at a recent meeting of the Association of American Colleges.

"At the present time, the faculty member who is most desired, because he is of greatest value in achieving the ideals of a college or university, is a man or woman who is a capable producing scholar, an inspiring and effective teacher, and withal a cultural force in the life and work of the institution. An educated person is one with wide knowledge, a disciplined intelligence, and a discriminating taste. A truly educated person is a cultured person," declared the chancellor,

**T**HE National Office Management Association will hold its twentieth annual conference at the Hotel New Yorker, New York City, June 12, 13 and 14, at which time leading office executives and leaders of many prominent business organizations in the United States and Canada will participate.

A program so designed that those attending the conference will learn the newest ideas and experiences relating to improved office practice has been outlined for the three-day meeting. Some of the sessions will be conducted in the form of clinics with certain chapters of the Association in charge. Most of the program has been built around the theme "The Office of Tomorrow."

# Wondering AND Wandering

## WORLD'S FAIR

THE New Yorker contains many a pedagogic truth said in jest. Read this one, for instance:

Schools may be getting more progressive, but the children continue to go their own way. There is, for instance, the little girl whose kindergarten class was told about milk—how it came from nice calm cows, how it was bottled and delivered fresh every morning, to make little boys and girls big and strong.

"And now," the teacher said at the end of her talk, "do any of you want to ask a question?"

"Yes," the little girl said. "Where does the morning paper come from?"

Many a textbook on educational psychology has stated more emphatically but less effectively that the child usually insists on learning in his own way, regardless of the way we attempt to teach him.

Aren't we often amazed to find that the child's instinct has led him along the right path even when the teacher has tried to lure him off on other paths?

When the child responds to the thrill of competition in skill subjects, if only to compete with the flying hand of the stop watch, how many teachers withdraw or withhold that thrill? What—you are surprised? In some school systems, teachers have been forbidden to use, or at least severely discouraged from using, typed speed tests.

How many teachers with good intentions have proclaimed that the typing pupil should begin "practical work" at so early a stage in his mastery of the keyboard that nothing could be more impractical than that selfsame "practical work"? So eminent a "practical" typist and so eminent a typing theorist as Harold Smith has declared repeatedly and emphatically that it is folly to attempt any "practical work" until the keyboard is mastered, meaning until the pupil's keyboard facility enables him to write 40 to 50 words a minute with reasonable accuracy.

Properly encouraged pupils like nothing better than the thrill of keyboard speed. They love racing against the stop watch, racing against their own records on the graph, racing against the records of the other pupils in the class, the other classes in the school, other schools in a county or regional or state contest. Properly handled, such skill development classes may be made the most thrilling and satisfying classes in the entire curriculum. Why? Because it is the child's own way.

"But . . . but . . . but . . . !" I can hear you say. Yes, we know all the *but*s. We know that "mere speed" doesn't make a secretary. We know all about the delicate nervous system of the adolescent child. We know all about the humiliation of the pupil who can't type as rapidly as the others. We know all those *but*s and scores more.

Still, we feel that the weight of the evidence is all in favor of a mastery of the keyboard, the basic skill, before attempting to put that skill to any "practical" use.

Some of you still have fire in your eye at that statement? Transfer the fire to a vigorous letter written on your best asbestos stationery, and send it to me so that I may print it here.

• • Did you know that the great American singer, Louise Homer, was a court reporter? Neither did we, and we wonder how we never came to find it out before.

Many a time we have watched her on the stage of the Metropolitan Opera House, tearing passions to tatters as *Azucena*, in "Il Trovatore," or wheedling *Samson* as *Dalila*, without dreaming that she had also spent patient hours over the brief forms! Gypsy hags and Biblical temptresses don't readily suggest clicking typewriters or flying shorthand outlines.

• • The clock or the calendar—which is the proper measuring rod for the length of time required to learn shorthand—or anything else, for that matter?

The clock is by far the more reliable; the calendar has relatively little influence on the length of time required. That is to say that a given individual will require about the same number of hours on the clock to learn shorthand, whether he applies those hours at the rate of one a day or ten a day. If he drags the process out too long, he may slip back between hours of study and require a few more hours. If he tries to compress his study into too small a space on the calendar, he may not get the full value out of each hour and again may have to spend a few more hours in the long run. But in neither case does the calendar have much effect on his study—it is always the clock that really governs the situation.

I have in mind the article by Raymond P. Kelley, who writes in the *Gregg Writer* for March about his unusual feat in training a young man to become a court reporter in three months. That sounds like black magic. But after reciting some advantages that the young man possessed that helped him in this accomplishment, Mr. Kelley says he "could and did put in all his time—I mean *night and day*—even pressing his young wife into service to read to him. He *lived* shorthand . . . he just *had* to make good in the time at his disposal."

Note well the two factors Mr. Kelley mentions. The young man apparently worked on his shorthand during every waking moment, and for some reason it was enormously important to him that he should succeed. Therefore, every one of those waking moments was not only nominally but effectively employed on shorthand.

Without intending to detract in any way from the wonder of the accomplishment of Mr. Kelley as a teacher and of his pupil as a shorthand writer, I want to emphasize that the clock took its toll, even though apparently the calendar was cheated!

• • The remarkable achievement of Mr. Kelley and his pupil has brought to the front of my mind again one of my pet

wonderings. I wonder how much of the difference between the work of the good pupil and the slow pupil is due to any real difference in their intellectual capacity and how much of the difference is due simply to the difference in the time effectively expended by the two pupils.

The bright pupil nearly always (the few exceptions don't modify my wonderment about the great number of ordinary cases) spends more hours on his work and works more steadily during each of the hours spent on the work.

Thus, the slow pupil loses coming and going. He spends fewer clock hours on his studying or practicing, and he gets less value out of each hour he does spend.

Does the good pupil seem brighter in class because he spends more time on his work and gets more out of each hour, or does he spend more time on the work and get more out of each hour because he is brighter?

This situation causes me to wonder especially in a subject like typewriting, where sheer power of intellect is not really necessary for reasonable success. Sometimes the mediocre student will accomplish wonders if there is someone sufficiently interested to take him by the scruff of the neck and hold his nose down to the work.

Sometimes I wonder if this may not be a matter of personal character rather than intellectual ability. The child who has the traits of character required to obey instructions and to try to do an honest job of each homework assignment already is quite a way on the road to becoming a successful secretary.

To borrow from the language of the college athlete, skill practice is really "skull practice." It may be that the mechanical raising and lowering of a 10 pound dumbbell will eventually increase your muscular strength, even though you are thinking of something quite different while you give the dumbbell a free ride. But the mechanical copying of shorthand exercises will not increase your shorthand strength. Shorthand exercises can be copied mechanically. They are, alas, copied all too often in that fruitlessly mechanical fashion.

But unless the pupil's homework involves skull practice as well as finger practice, he is not getting the worth of his time. The relatively futile finger practice is much easier than skull practice. Therefore the student with unsatisfactory character traits is likely to be fairly faithful with finger practice and to give you little or no skull practice.

What is the answer? Can we manage to teach those pupils shorthand in spite of the unsatisfactory character traits that hamper them—and us? Or should we try to re-form

(I like that better than "reform" in this context!) their character traits? And if we attempt the latter job, what success are we likely to have? If the student's character has been unformed or malformed in the fifteen years or so before he came to our shorthand class, what chance have we of doing very much about it in fifteen weeks? Or in the four high school semesters that we may have the child for shorthand?

I don't know. I am still wondering. What do you think?

## Delta Pi Epsilon Holds National Meeting

DELTA PI EPSILON, honor fraternity for graduate students in business education, established in 1936 in New York University and nationalized in 1938, held its first national meeting Friday evening, April 7, at the Hotel Governor Clinton, New York City.

Dr. Charles Hainfeld, director of business education, Union City, New Jersey, was chairman of the meeting.

Among the visiting guests and members were Professor F. G. Nichols, Harvard University; Professor D. D. Lessenberry, Pittsburgh University; Professors Atlee Percy and Paul Salsgiver, Boston University; Charles W. Hamilton, assistant in secondary education in charge of business education, State Department of Public Instruction, New Jersey; W. Harmon Wilson, editor of the *Balance Sheet*; Clyde I. Blanchard, managing editor of the *BUSINESS EDUCATION WORLD*; Dr. Paul S. Lomax and Dr. Herbert A. Tonne, New York University; James O. Thompson, University Preparatory School and Junior College, Tonkawa, Oklahoma; and Mal Holt, Northeast High School, Oklahoma City.

The following national officers were elected:

*President*: Dr. Charles Hainfeld, director of business education, Union City, New Jersey.

*Vice-President*: James O. Thompson, University Preparatory School and Junior College, Tonkawa, Oklahoma.

*Treasurer*: Dr. R. N. Tarkington, Hofstra College of New York University, Hempstead, New York.

*Secretary*: Mrs. Madeline S. Strony, Newark School for Secretaries, Newark, New Jersey.

*Historian*: Ruby Hemphill, Oklahoma A. & M. College, Stillwater, Oklahoma.

Retiring officers were Dr. Foster W. Loso, director of business education, Elizabeth, New Jersey, and Miss Clare M. Betz, chairman of the department of secretarial studies, Bayside High School, New York City.



Most of us, while conversing or working with kindred minds on some subject of vital interest, have had the exhilarating experience of giving birth to inspiring thoughts and ideas which we felt sure would never have come to us separately. At least, they never had up to that moment.

In the past, business education on the graduate level has consisted pretty much of a series of unrelated and geographically widely separated solos. Our entire profession, as well as education in general, should be deeply grateful to the leadership evidenced in 1923 by the founders of Pi Omega Pi, a national business education fraternity, and more recently by the founders of Delta Pi Epsilon, for bringing together into one harmonious symphony these individual soloists. Business education may now look forward to a wisely guided program that will enable us to turn out a basically sound yet streamlined product (using the vernacular of business), which business itself will acclaim and through which both business and business educators will grow in stature and in service to humanity.



# The Primary Purpose Of Word Division

WILLIAM R. FOSTER

*East High School, Rochester, N. Y.*

**EDITOR'S NOTE**—This is the second installment in a series of three on word division. Mr. Foster's first installment, "Common Sense in Word Division for Typists," appeared in the February, 1939, issue, pages 453-456.

If the primary purpose of any word division is to make the end of the line look as pleasing as possible, then certainly a one-letter division can be of no value. To make such a division as *radi-o* would be particularly senseless, since the hyphen takes the same amount of space in typing that the *o* does, and in addition gives the line a choppy look. Much the same is true with *employ-ee*, for such a division makes but one letter difference in the length of the line; and one letter more or less is not going to look unpleasant in a typed letter or article, whereas the hyphen has the tendency to make it look ragged.

But note that the two letters at the *beginning* of *employee* make a difference of four spaces in the length of the line—the space before the word, the two letters in question, and the hyphen. Such a difference fills up what, at times, would be an unpleasant gap. Even printers do not consider a two-letter division wrong, but "merely undesirable in ordinary composition." Printers regard such divisions as "permissible in narrow measures." And yet, without any discrimination between the two situations, some sets of rules condemn all two-letter divisions.

Before leaving this two-letter final point, it might be well to call the students' attention to the fact that *ed* is not a syllable in such words as *passed* and *received*. This is

one of the most stubborn notions pupils have.

Deal with them charitably on this, for even one of the authorities on which the editors of Gregg publications depend for rulings slips in its statement here, though not in its practice.

Note this lack of knowledge of what constitutes a syllable:

Do not divide on a syllable with a silent vowel: *vexed*, *helped*, *climbed*, *spelled*, *passed*, *armed*.<sup>1</sup>

Obviously, if the vowel is silent, there is no syllable; or, if there is a syllable, there must be a pronounced vowel. You should also call your students' attention to the fact that in *equipped* the last syllable is *quipped*; whereas in *outfitted* the last syllable is *ted*. As *needed* has but two letters in the final syllable, there would be no necessity for dividing this word.

In only a few cases is there any necessity for dividing words taking up five or less spaces;<sup>2</sup> because, even when the bell rings on the first letter of such a word, there is still room left on all typewriters for the typist to finish the word before the line lock operates.

To give the *why* for another rule frequently seen: Typists can only approximate an absolutely even right-hand margin, but in so doing they must guard against unsightly and misleading divisions. I recall

<sup>1</sup> *A Manual of Style*, The University of Chicago Press, Chicago, Ill., tenth edition, second impression, April, 1937, p. 235.

<sup>2</sup> "Spaces" rather than "letters" is used here because punctuation marks are part of the words they follow, except the dash, which may be put at the beginning of a line also.

pausing some seconds before this incorrect division appearing in a newspaper: *bis-hop*.

While all the divisions given in the following words are at the ends of syllables (the preceding horrible example was not), write *self-defense*, not *self-de-fense*; *co-operation*, not *co-op-eration*; *every-body*, not *ever-ybody*; *re-arrange*, not *rear-range*; *flowery*, not *flow-ery*; *hid-eous*, not *hideous*; *re-adjust* not *read-just*.

The first two undesirable divisions are unsightly. The other condemned divisions are misleading.

One important rule to remember about the division of hyphenated words is that the only division should be at the hyphen. I am assuming, of course, that you follow Webster's Second Edition and write *co-operation* with the hyphen always—not just at the end of a line.

### Real Difficulties

Practically the only words that present any real difficulty are words containing suffixes. Even here there are some fairly well defined practices.

I agree with this part of a letter Louis A. Leslie recently wrote me: "I do wish that we could finally agree to divide in any intelligent way without resort to an arbitrary standard," but I find I cannot go all the way with the next sentence: "And, of course, it is true also that almost any reasonable division can be defended by the authority of one dictionary or another."

You will find that Funk & Wagnall's Standard differs from Webster's and Winston's dictionaries in only a few particulars. Funk & Wagnall divide suffixes as they are pronounced, in nearly all instances; the other two authorities make exceptions in the case of words ending in *ance* (*ence*), *ant* (*ent*). Note these comparisons:

Webster and Winston Dictionaries	Standard Dictionary
ac-quaint-ance	ac-quain-tance
as-sist-ant	as-sis-tant
busi-ness	bus-i-ness
serv-ice	ser-vi-ce

All agree on *post-age*, which is not divided according to pronunciation. Some differences in division are due to differences

in pronunciation, as *business*, noted above, and *convenience*, *peculiar*, etc.

De Vinne<sup>3</sup> puts the whole idea in a nutshell: "He who pronounces and emphasizes correctly is seldom in error as to the right division of a word."

The University of Chicago Press<sup>4</sup> says, "Divide according to pronunciation (the American system), not according to derivation (the English system)."

We have already treated the suffix for the past tense. (The ending pronounced "shun" (*cion*, *sion*, *tion*) is kept intact, as you would expect from the general principle just stated; hence, *suspi-cion*, *expres-sion*, *frac-tion*; but note that *complex-ion* is somewhat of an exception. I say "somewhat" because with such a double-sounding letter as *x* there isn't much else we can do, except not to divide at all.

In the case of words dropping a silent *e* in the root before adding *ing*, you will also find we do not divide strictly according to pronunciation; for instance, *forc-ing*, *arrang-ing*, *past-ing*, etc. But all dictionaries in this country agree to this practice.

Double consonants needlessly bother some. There isn't any trouble with words in which the two are pronounced; for instance, *mis-spell* or *mis-spent*. Generally we divide between double consonants, even when both are not pronounced: *mis-sive*, *expres-sion*, *drip-ping*. But be sure to note that in such derivatives as *express-ing*, *biss-ing*, *putt-ing* (a golf term), *bill-ing*, *add-ing*, etc., the root words of which end with a double consonant, the division must be made after the double consonant.

Words ending in *-able* and *-ible* are another source of trouble. The University of Chicago Press's *Manual of Style*<sup>5</sup> is somewhat misleading to the uninitiated when it states: "Words in *-able* and *-ible* should carry the vowel over into the next line: *read-able*, *convert-ible*."

This is true only when *a* or the *i* is a syllable, for note *prac-ti-ca-ble*, *chari-ta-ble* among many that might be mentioned

<sup>3</sup> De Vinne, Theo. L., *Correct Composition*, Oswald Publishing Co., New York, 1916, p. 136.

<sup>4</sup> *Op. cit.*, p. 230.

<sup>5</sup> *Op. cit.*, page 231.

in which the vowel is not a syllable.

I recall no instance where the suffix *-or* is a syllable; note, *ele-vator*. The suffix *-er* goes according to pronunciation: *coro-ner*, *daugh-ter*, *ste-nog-ra-pher*, (not *er* alone).

Just to make the record complete, it should be self-evident that ending a line with "\$" and putting the figures on the next line serves no sensible purpose; but it should also be equally self-evident that when fig-

ures run into the millions, or even the hundred thousands, there may be occasions when the typist must make a separation, leave a gap, or go decidedly beyond the ends of all the other lines. If necessary, therefore, you may divide figures after any comma; and, just as in the case of a syllable, add a hyphen. For example, \$82,354,- 678.90 could be divided either \$82,- or \$82,354,-.

## Summer Session

## Faculty Notes

IN addition to the regular staffs, the following visiting educators will offer summer courses for commercial teachers at the institutions shown below.

Henry O. Backer (Fairfax High School, Los Angeles) at the University of Southern California, Los Angeles.

Albert E. Bullock (Principal, Metropolitan High School, Los Angeles) at University of Southern California.

Paul A. Carlson (Wisconsin State Teachers College, Whitewater) at Northwestern University, Evanston, Illinois.

Dr. Vernal H. Carmichael (Ball State Teachers College, Muncie, Indiana) at Northwestern University, Evanston, Illinois.

Jayne Church (University High School, Oakland, California) at Armstrong College, Berkeley, California.

Irma Ehrenhardt (State Teachers College, Terre Haute, Indiana) at the University of Denver.

Mrs. Margaret Ely (Carnegie Institute of Technology, Pittsburgh) at New York University.

H. D. Fasnacht (Colorado Woman's College, Denver) at the University of Denver.

Dr. McKee Fisk (Oklahoma A. and M. College, Stillwater) at the University of Michigan, Ann Arbor.

Dr. Jessie Graham (Assistant Supervisor of Business Education, Los Angeles) at the University of Southern California, Los Angeles.

Dr. Kenneth B. Haas (Office of Education, United States Department of the Interior) at New York University.

J. Davis Hill (White Deer, Texas, High School) at the University of Denver.

George M. Hittler (James Millikin University, Decatur, Illinois) at the University of Iowa, Iowa City.

Clyde Humphrey (University of Tennessee) at the University of Arkansas, Fayetteville.

Lloyd H. Jacobs (New Jersey State Teachers College, Trenton) at New York University.

Lloyd L. Jones (Director of Research, Gregg Publishing Company) at Oklahoma A. and M. College, Stillwater.

George M. Joyce (Woman's College, University of North Carolina) at the University of Tennessee, Knoxville.

John G. Kirk (Director of Commercial Education, Philadelphia) at Columbia University.

Walter H. Mechler (Evander Childs High School, New York City) at Boston University.

Frances Merrill (East High School, Des Moines) at Drake University, Des Moines, Iowa.

Jack Milligan (Chief of Business Education, Michigan State Department of Education) at Teachers College, Columbia University, New York.

Mrs. Frances D. North (Western High School, Baltimore, Maryland) at University of Maryland.

Professor Fred H. Ottman (Wilson Junior College, Chicago) at the Chautauqua, New York, Summer School.

Alfred H. Quinette (South High School, Youngstown, Ohio) at the Chautauqua, New York, Summer School.

Clyde Rowe (Schenley High School, Pittsburgh) at Columbia University.

E. J. Rowse (Commercial Co-ordinator, Boston Public Schools) Armstrong College, Berkeley, California.

Otto R. Sielaff (Retailing Co-ordinator, Detroit Public Schools) at New York University School of Retailing.

Eleanor Skimin (Northern High School, Detroit) at Woodbury College, Los Angeles.

Rufus Stickney (Boston Clerical School) at Boston University.

E. A. Swanson (Fullerton, California, Junior College) at the University of Southern California, Los Angeles.

Dr. Earl Tharp (East Side Commercial High School, Newark, New Jersey) at the University of Maine, Orono.

J. M. Trytten (acting principal, University High School, University of Michigan, Ann Arbor) to Ohio State University, Columbus.

R. G. Walters (Grove City, Pennsylvania, College) at Armstrong College, Berkeley, California.

Mary Williamson (Central High School, Sioux City, Iowa) at the University of Denver.

Leslie J. Whale (High School of Commerce, Detroit) at Wayne University, Detroit.



# B.E.W. Awards Department News



MILTON BRIGGS and DOROTHY M. JOHNSON

**A**S these words are being written, the second annual project contest of the BUSINESS EDUCATION WORLD has just closed. By messenger, mail, and express the papers poured in; one set traveled from Honolulu to San Francisco on the China Clipper! Stacks of contest papers decorate the desks of the Awards Department staff, and additional well-qualified, experienced examiners have been called upon to help with the reading.

The results of the contest will be published in the June issue of the B. E. W. Winning schools, individual cash-prize winners, and schools and students receiving honorable mention will be listed.

The May, 1939, projects are off the press. If you have not already placed your order for them, you will want to do so now, while our stock is complete. Address your order and remittance (at the rate of two cents per copy of each project subject) to the BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, N. Y.

A summary of the projects follows:

**Business Fundamentals:** What kind of office work would you like to do? This project will help you to discover your own qualifications and to realize the requirements of some beginning office jobs.

**Business Letter Writing:** Someone owes \$3 for tickets you sold for a school party, and you must collect the money. You will learn something about how to do that, in this project.

**Bookkeeping:** An interesting (and real) problem in the bookkeeping done in a florist's shop, with complete instructions.

**Office Practice:** How accurate are you? This is a project in simple research, to prepare you to find out things your future employer may assign you to look up.

**Business Personality:** Across the counter and by telephone, you may find it difficult to deal with customers unless you know how to talk to them. You will learn, in this project, something about keeping on good terms with the public.



*The B.E.W. Display at the E.C.T.A. Convention*

A view of the exhibit booth of the BUSINESS EDUCATION WORLD at the Eastern Commercial Teachers Association Convention held in New York in April. Note the six silver cups which are to be awarded to the winners of this year's B. E. W. Project Contest.

WITH its membership approaching the 3,500 mark and headed toward a new high, the Eastern Commercial Teachers Association opened its forty-second annual convention at the Hotel Pennsylvania, New York City, on April 5 for a four-day session. The members came from high schools, private schools, and universities from Maine to Florida and as far west as California, that state being represented by Dr. William R. Odell, director of instruction for adult and secondary education, Oakland.

Simon J. Jason, administrative assistant at the Walton High School of New York City, was general chairman of the local administration committee, which consisted of the following members, all of New York City:

*Vice-Chairman: Irving Chase, United States Secretarial School.*

*Chairman, Publicity Committee: Mrs. Emma K. Felter, Walton High School.*

*Chairman, Hospitality and Tours Committee: Marguerite Maguire, Bay Ridge High School.*

*Chairman, Administration and Kit Committee: Thomas Readyoff, Samuel J. Tilden High School.*

*Chairman, Banquet Committee: Sigmund Zinner, Franklin K. Lane High School.*

It has rarely been our privilege to observe the equal of this committee in its efficient administration of this huge convention. We cannot praise too highly the service it rendered the delegates during their stay in New York City. One of its most helpful services was a four-page illustrated convention bulletin, issued and distributed daily by Mrs. Arvie Coggan, of Heffley School, Brooklyn, working with the publicity committee. Prior to the convention, a very thorough publicity campaign was conducted by Bernard A. Shilt, of Buffalo, and his regional committee.

Wednesday, the first day of the session, was devoted to inspection of exhibits, visits to many of the city's high schools, executive committee meetings, and a dinner given in the evening to the association's official family by Dr. and Mrs. John Robert Gregg. The first general session of the convention was held Thursday afternoon and was followed by the annual banquet, reception, and an-  
ance.

## E. C. T. A. HOLDS ANN

*At the Hotel Pennsylvania*

April 5,

Friday's program was devoted to a general meeting, followed by section meetings. The National Council of Business Education held an early-morning breakfast meeting, and the honor graduate fraternity, Delta Pi Epsilon, held its first national



### Another A

PRECEDING the customary pre-convention executive conference were the officers, members of the Executive Board, and chairman of the various committees. After the dinner, before turning the meeting over to President Odell, the officers were entertained at having had the privilege of entertaining the officers and guests of the association during the year that his dear friend, the late John E. Gill, of

Reading from left of Dr. Gregg: Conrad J. Saphier, New School, Boston; Arnold M. Lloyd, Philadelphia, Treasurer, 1939-40; Dr. F. W. Loso, Elizabeth, New Jersey; Wallace Bowman, High School, New Rochelle; Irving Chase, Vice-Chairman, Local Arrangements Committee; The Gregg Publishing Co., New York; Simon J. Jason, Chairman, General Manager, The Gregg Publishing Company, Philadelphia; Clinton A. Reed, Chief, Bureau of Business Education, New York; Wm. E. Douglas, Goldey College, Wilmington, Delaware; Raymond C. Goodfellow, Secretary, Director of Business Education, I. Good, President, Associate Superintendent of Schools, Buffalo, New York.

# ANNUAL CONVENTION Manhattan, New York City

May 5, 7, 8

council dinner on Friday evening (see page 755).

The convention closed with a general meeting Saturday morning, at which the officers for the ensuing year were elected.

•Harry I. Good, associate superintendent of the



## 10th Anniversary

ference, Dr. and Mrs. John R. Gregg entertained at dinner men of the Local Arrangements Committee of the E.C.T.A. •Good and retiring, Dr. Gregg expressed his pleasure annually for twenty-five years. This pleasant custom had been Rider College, was president of the association.

• York, Vice-President; Katherine W. Ross, Boston Clerical er; Peter L. Agnew, New York, Editor of the *Yearbook*, ey, Associate Editor of the *Yearbook*; R. G. Walters, Grove Rochelle, New York, Associate Editor of the *Yearbook*; eetee, New York; W. W. Renshaw, Manager, New York office, chairman, Local Arrangements Committee, New York; H. A. ny, New York; John G. Kirk, Director of Commercial Education, State Department of Education, Albany, ton, Delaware; Mrs. Harry I. Good, Buffalo, New York; Education, Newark, New Jersey; Mrs. John R. Gregg; Harry Buffalo, New York.

public schools, Buffalo, New York, and president of the Association, received congratulations from the entire organization upon the completion of ten years of outstanding service to the members—three years as a member of the executive board, six years as secretary of the Association, and one year as its president.

The theme of the convention was "The Improvement of Classroom Teaching in Business Education." Peter L. Agnew, of New York University, *Yearbook* editor of the Association, had the added responsibility for the convention program placed upon his capable shoulders.

We can assure all those interested in business education that the 1939 *Yearbook* will be worth many times its cost. Since all the addresses delivered at the convention will be published in it in full, we are restricting our report to a few excerpts from the addresses given at the general session and sectional meetings. We hope they will serve as appetizers and that our readers will obtain the complete addresses for careful study. The excerpts follow.

*Welcoming Address*  
MRS. JOANNA LINDLOF  
Commissioner, Board of Education, City of New York

I WOULD like to give as my message 'oday that you, as teachers, do everything possible in your contact with pupils to make them understand that you, yourselves, are really living the democratic ideal and that the thing they must do, if we are to preserve our democracy for coming generations, is to carry out the principles of democracy in their daily lives. I believe there is nothing more important for all of us today.

THE HONORABLE FIORELLO LA GUARDIA  
Mayor of the City of New York

[Mayor La Guardia said that he hoped there would be more specialization and higher training of students who intended to enter the civil service, and that special attention should be given to the teaching of subjects related to Central and South America.]

I STRONGLY advise increased courses in Spanish and Portuguese, and an exchange of students from Central and South America. With ever changing conditions in the world today, we are closer than ever before to our sister republics south of us. Political and social relations with foreign countries generally start from, or are

backed by, the commercial relations between countries. There is grave danger today of serious complications, unless we are able to take from Central and South America the bulk of their trade that goes to other countries. The economics of international affairs has become the main factor in political and social relationships.

We have seen trade slip since the World War, but, by a proper relationship between the United States and the nations of the south and a control of raw materials, the Western Hemisphere can very well dictate world peace.

We find that there is something lacking in the general run of applicants for the minor clerical and office positions. There are bright young men and women who are serious, but there is a larger

### *The Speakers' Table, Below*

*Reading left to right:* Ivan E. Chapman, supervising director of high schools, Detroit, and president of the N.C.T.F.; Miss Helen E. Osborne, Detroit; Irving Raskin, Girls Commercial High School, Brooklyn, New York; Arnold M. Lloyd; Mrs. Kirk; R. G. Walters; Mrs. Douglas; Mrs. Goodfellow; Clinton A. Reed; Mrs. Saphier; Harry J. Good; Cal Tinney, speaker; Conrad J. Saphier; Mrs. Good; Raymond C. Goodfellow; Mrs. Reed; William E. Douglas; Katherine W. Ross; Peter L. Agnew; Mrs. Lloyd; John G. Kirk; Simon J. Jason.

percentage failing in the fundamentals than there should be, considering what the country spends for education. I would suggest, and hope to see it come, specialization for the young men and women who want to do office work.

We must utilize to the fullest extent the benefits of an enlightened educational system and proved machinery, diverting these benefits to the needs and enjoyment of the people. Education must continue to grow.

[In reference to the training of office employees and other specialized fields, Mayor La Guardia said that he believed it would soon be necessary to extend the age of required schooling.]

### **FREDERICK ERNST**

*Associate Superintendent in Charge of High Schools, New York City*

### *"The Improvement of Classroom Teaching in Secondary Schools"*

I HAVE been a teacher and an observer and have definite notions of method. Method is organization of subject matter. I might say method and subject matter are just one. Method, to me, is organization and arrangement of subject matter, and if method is that, and we want to improve method procedure, then I think one of the basic problems is the grouping of our pupils. You cannot have good methods if you have totally hetero-



geneous groups, ranging from the very brightest to the very slowest.

My first point is adjustment of subject matter. Subject matter for the bright pupil is one thing, and subject matter for the slow pupil is totally different. You will never improve method unless you put in front of the teacher a teaching situation that she can definitely handle.

Some of our large high schools have schools for the bright pupils. At the head of these schools we have a supervising officer who selects the faculty. He organizes the subject matter, and with it comes method. Teaching in a bright school is a totally different thing from teaching in a heterogeneous one. I earnestly advocate making these homogeneous groups in every school, even in the smaller units. By classifying groups into bright, average, and below average, you will have a teaching situation that will enable our teachers to go ahead in a definite and thoughtful way.

My second point is the matter of examinations. There is a need of reforming the examination system. An examination affects the teacher and her teaching. The type of examination determines the teaching policy and course of study. If you have a type of examination that calls for memorization of facts, everything in your classroom aims for memorization. Supervisors generally do not realize the effect of examinations on the teacher. From the very beginning, the teacher has in mind

the fact that an examination will be given and that he will be judged by the results.

My third point is that we will improve our teaching if we definitely classify our objectives and purposes. Not so many years ago, we taught commercial English, including letter forms, answering advertisements and routine matters. Then we said that English is English and gave only the academic English course. We went from one extreme to another. We went from narrow vocational purposes to general purposes. There is where our objectives need clarification. Our teachers must tell us just what is needed. The Board of Regents Inquiry found our pupils deficient in letter writing but good in many other things. Until we redefine vocational aims, we will keep floundering.

One of the prime objectives is to cultivate in the pupil the ability to desire to become an independent learner. We do not do enough of that with our pupils. We do too much for them. We teach them to lean on us, and when they leave us they flounder hopelessly. One of the severest condemnations in the Regents' Inquiry refers to our failure to bring up our pupils to get somewhere on their own.

The fourth point concerns the age level at which we try out teaching things. I think time has been wasted and is being wasted by trying to teach things too soon. If we would wait for a maturer age level, the thing would go much more easily.



*Arnold M. Lloyd's Famous Collection of Pictures*

A feature exhibit at the convention were these photographs of men and women largely responsible for the illustrious history and development of the E.C.T.A.



Some people say the earlier you begin teaching a foreign language, the better. That is nonsense. A college freshman will learn three times as much French as a high school freshman.

Our students come to us at fourteen, and we classify them as commercial, but we are not so sure about this classification. If we waited for the differentiation of courses until later it would prove more effective. If you wait until they are sixteen, you can say better whether they are fitted for commercial work. You can tell much more about a pupil at that age than at fourteen. If there is no necessity for differentiation, why must we differentiate? The commercial course should have no differentiation in the first year, hardly any in the second, and should center its differentiation in the third and fourth. We will stop wasting time and money when we offer our courses to our pupils at a time when they are ready to take them.

#### IRVING RASKIN

*First Assistant, Accounting and Law, Girls Commercial High School, Brooklyn; President, Commercial Education Association of New York City*

NEW YORK CITY has 342,000 pupils taking one or more business subjects in the public high schools alone.

There are more than 1,500 teachers of business subjects, about equally divided between the accounting and the secretarial departments. Approximately thirty teachers teach merchandising subjects.

In addition, there are some 300 business teachers in the junior high schools and 350 in the evening high schools. Another 130 business teachers teach in the New York City vocational schools, making a grand total of approximately 2,200 commercial teachers, exclusive of those employed in New York City's private business schools.

Ten years ago, New York City's public schools had only 700 commercial teachers. There has been a growth of nearly 300 per cent within the past ten years.

#### DR. CHARLES E. BENSON

*Professor of Education and Chairman of the Department of Educational Psychology, New York University*

"The Improvement of Classroom Instruction"

GOOD teaching should assist in bringing about an economical and systematic organization of experience. Much waste of time and effort is due to the fact that the learner is not acquainted with the most efficient methods of learning, or he does not put into practice the principles that he has learned, or he needs guidance in learning, or his emotional tone is not directed in the right direction, or he lacks insight into his problem, or the intellectual motive has not been stimulated.

Improvement can only come through the diag-

nosis of pupil difficulties in knowing how to attack the problem.

There is a reasonable doubt whether a teacher can teach a student how to learn. Perhaps learning takes place in spite of the teacher. It may be that the real function of the teacher is to provide the materials, the guidance, and the inspiration, and that the pupil does the learning because of his mental set and inner activities.

There is no general method of teaching or learning. There is no best way of learning or teaching. If teachers would criticize their own efforts, would study their own results, would try to improve each day, we should have better results in getting pupils to find their best way of learning. The teacher must know his pupils to be able to help them. The teacher who thinks primarily about the subject matter, and not about the learner, is rarely effective.

The attitude of the teacher has more to do with the outcome of instruction than almost any other one factor, and the attitude of the teacher can never be taught. It is something that is within her, part of her life. To be effective, she must make her attitudes contagious in the classroom.

The teacher's own emotional stability and his ability to create the right emotional set are important. The correct rapport between teacher and learner is most essential. School lessons and exercises become life influences when they reach into the learner's emotions.

#### JOHN ROBERT GREGG, S. C. D.

"Improvement of Classroom Teaching in Shorthand in the Private Business School"

THE teaching of shorthand in private schools and in public schools presents essentially the same problems. But it has always seemed to me that a teacher in a private school has a greater incentive to achieve results than a teacher in a public school.

The private school depends for its success, in fact for its very existence, upon being able to train students to obtain and hold positions on the completion of a comparatively brief course of study. If a student does not secure a position on the completion of the course of study, the private school suffers loss of prestige, and the shorthand teacher is blamed. This gives a very strong motivation to all the classroom work. . . .

Methods of shorthand and typewriting instruction have made astonishing advances in the past forty years, and particularly in the last twenty years. I am convinced that the next steps forward will be in the direction of a more scientific and better-balanced treatment of all the factors involved in developing skill in writing shorthand. . . .

What are the human faculties brought into play in writing shorthand from dictation? Are they not the *ear*, the *brain*, the *hand*, and the *eye*? Through the *ear* you hear the word that is uttered,

the *brain* recalls the image of the form for the word, or constructs it, and transmits a picture of it to the *hand*, which places it on paper. At this stage the *eye* has little to do except to observe proportion, etc.; its chief service comes later in reading or transcribing. Thus, the *ear*, the *brain*, the *hand*, and the *eye* all have a part in the process of shorthand writing, and the aim of all shorthand teaching is the fusion of the action of all these so closely that the response of the hand to the brain impulse becomes almost automatic.

Obviously, in order to establish perfect co-ordination between the ear, brain, and hand, there is need for much writing from dictation, as there is no other way to establish automatic manual response to sound. The brain must be quickened and the hand must be disciplined. Neither copying shorthand nor reading shorthand develops that response to the sound of the spoken word, though they may help in other ways. . . .

Another factor is good shorthand penmanship. Just thirty-nine years ago I gave an address before this Association, advocating the teaching of shorthand penmanship and outlining a series of simple drills for that purpose. I believe that was the first time the expression "shorthand penmanship" was used, and it certainly was the first time that the training of students to write the shorthand forms fluently from the first lesson was advocated. It was then regarded as a very radical idea, for at that time an accepted axiom with teachers was that all through the theory work the students should be trained to "draw the characters slowly and carefully." . . .

If anything, I am a stronger believer today in

shorthand penmanship drills than I was at that time. Nothing that has ever been introduced has had a greater effect on the advancement of shorthand standards than the attention given to good and fluent shorthand penmanship. . . .

I need not remind you that I have been a fervent advocate of drills on the most frequent words—drilling on them until the execution of them is almost mechanical. The Anniversary Manual was built upon the plan of introducing the words and other material in the order of frequency. . . .

My own plan of using these lists of frequent words was to combine them with fluent shorthand penmanship drills, and with the most frequent simple phrases. . . .

But great as are the gains from drills on the frequent words and phrases, they are not sufficient. Our wise and witty friend, James N. Kimball, once said that he could bring down the speed of any student writing a hundred words a minute on ordinary dictation to fifty or sixty words a minute by introducing a few infrequent words in the test papers, such as *idiosyncrasy*, *parallelogram*, *indefatigable*, *encyclopedia*, *innocuous*, *expenditures*, *indestructible*. You all know the truth of that statement. . . .

One great obstacle to the attainment of high speed is the placing of too much emphasis on minor points of theory. I am glad to say that this is not so prevalent as it was a few years ago, but it still exists. At one time it was a real menace, so much so that I coined a phrase for it, "Shorthand Technicitis," and wrote many articles about it. . . .

Recently I read a paragraph from a book by



### *The Business Office of the E.C.T.A.*

Interior view of the office of the Eastern Commercial Teachers Association, located at 1210 Walnut Street, Philadelphia. Arnold Lloyd, treasurer and business manager of the association, is seated at his desk, conferring with the Association's printer. Members of the Association are invited by

Mr. Lloyd to make this office their headquarters when visiting in Philadelphia.

Professor Campagnac, on *Education in Its Relation to the Common Purpose of Humanity*, in which this occurred:

"A teacher, then, is a host who has invited the company of his pupils, and their coming ought to be a pleasure and an honor to him. Not every teacher conveys this impression to his pupils; but not every teacher is a *good* teacher, and no teacher can be a *good* teacher unless he is truly a host to his pupils and shares with them what he has provided to celebrate their coming. I think there is no exception to this rule."

DR. HAMDEN L. FORKNER  
*Associate Professor of Education, Teachers College,  
Columbia University*

"Improvement of Teaching in Business Subjects"

NATIONAL Youth Administration should be called National Youth Apprenticeship.

There are three classes of individuals in education, as in nearly every field of endeavor—the pessimist, who believes that it is impossible to improve anything; the optimist, who believes that things are so good they don't need improvement; and the ameliorist, who believes that, although things may be good or bad, there is great possibility of improvement. As we look at the teaching field as appended to business education and see the progress that has been made and is taking place, we see that from a group such as this suggestions should come for still further improvements.

The thesis of this paper is based on the third, or the ameliorist, point of view and has as its theme the improvement that will take place most rapidly when business teachers take into account that the basic principle of what is commonly called business education is not business education at all.

Business education has been seriously handicapped by boards of education steeped in tradition. It is surprising that many schools in this country, both east and west, fail to offer commercial work to their academic students.

I have no patience with critics who criticize without knowledge of teaching problems. Anyone can criticize, but it takes scholarship to do critical thinking.

I should like to see the National Youth Administration called "National Youth Apprenticeship" and have the entire program under the direct supervision and control of public education, and thus relieve it of some of the stigma now attached to it in the minds of those who look upon the program as a phase of relief.

In conclusion, the improvement in teaching business education lies in improving conditions under which teachers work.

[EDITOR'S NOTE—The inspirational address delivered by the Honorable Harold L. Wells, judge of the Court of Errors and Appeals of the State of New Jersey, was of such outstanding value that we hope to be able to reproduce it in condensed form in a forthcoming issue.]

CHARLES E. COOK

*Director of Business Education, Rochester,  
New York*

"Improvement of Classroom Teaching in Business Arithmetic"

HERE is probably no subject in the business education program in which there is a greater feeling of dissatisfaction about the results obtained than in business arithmetic. The businessmen complain that our graduates lack the necessary skill in handling simple operations; but when we attempt to drill on the fundamental operations, the pupils think it is a waste of time. Drill must, therefore, be postponed until the pupils are made aware of their needs.

[Mr. Cook suggests that each form of discount be taught in connection with the activity in which the device is employed, to make it meaningful. We should stress "why." He suggests, also, that the market and financial section of the daily paper be used to better purpose to motivate the work, to liven the subject, and to make the pupils familiar with some of the real sources of business information.]

EDWARD J. ROWSE

*Commercial Co-ordinator, Boston Public Schools.  
"Improvement of Classroom Teaching in Retailing"*

[Mr. Rowse urged instruction in the following subjects: Retail selling; advertising; display; retail store management; store organization; store system; buying; merchandising; personality development; color, line, and design; merchandise information; credits and collections; store arithmetic; store English; marking, and wrapping.]

S ALESMANSHIP is a vocational subject, and, as such, practice work is essential. Methods studied today, with the hope that they may be used some time in the distant future, have little vital interest for the student. If, however, they can be put into practice at once, they become part of the immediate working equipment. Reports given by students concerning their store experiences provide a wealth of classroom teaching material. Reports of the shopping experiences of the pupils may also be used to teach retailing. Such reports give an opportunity to teach the subject from the consumer angle.

The demonstration sale can never take the place of actual store experience, but it is not without value even when students are regularly employed. Large stores use this device to point out the difference between a good sale and a poor sale. The best classroom work cannot be done unless there is selection of the pupils allowed to take the course. This selection must be made on the basis of aptitude for store work.

In training for retailing, attention should not be confined to preparing for work in the large

department and specialty stores. A surprisingly large number of our pupils are eventually going to find their field of endeavor in the small, privately owned store, in the small unit of the chain store, or in ownership of their own small store. Training for these branches of retailing must not be overlooked.

#### P. MYERS HEIGES

*Chairman, Commercial Department, Central Commercial and Technical High School, Newark, New Jersey, and Instructor in Methods in Commercial Education, New York University.*

##### "The Improvement of Classroom Teaching of Bookkeeping for Personal Use"

[Mr. Heiges advocates that bookkeeping be taught from the consumer point of view. The modern type of living requires that facts about actual business transactions be kept permanently. People need to be taught the importance of a bill, a sales slip, or an invoice; the making and balancing of budgets; record keeping for club purposes.

[He feels, too, that the bookkeeping teacher can make it possible for pupils to learn the subject from the consumer point of view with such a high degree of satisfaction, even though he will never be able to enter the accounting field, that many so-called "misfits" may be saved. He suggests, however, that special classes for these potential "misfits" be formed so that they may progress at their own rate.

[Since so many of our pupils find work in local garages, laundries, restaurants, etc., he feels more attention should be paid to specific instruction in those types of businesses.]

ISN'T it more interesting and practical for the pupils to see the necessity for keeping accurate records of his personal business affairs, to have him appreciate the value of orderliness and of neatness, to have him understand the necessary clerical work that is required in business offices or in the clubs of which he may become a member, to understand and control his own expenditures, to appreciate the meaning of debit and credit as applied to simple record keeping, to have him recognize property rights, to acquire skill in computation? I would suggest that this personal-use application be added to the present setup of bookkeeping teaching.

#### LLOYD H. JACOBS

*Head of Business Education Department, State Teachers College, Trenton, New Jersey  
"Improvement of Classroom Teaching in Business Law"*

BUSINESS law has life values here and now. Let us teach law from problems, examples, objects, and deduct our principles from them.

Allow the entire class to participate in an auction sale.

Bring in actual warranties and insurance policies when teaching insurance and guarantee.

Use newspaper articles pertaining to law for the purpose of developing a legal vocabulary, guidance, consumer education, and contracts.

Peter L. Agnew, of the School of Education, New York University, and Yearbook editor of the Association, was unanimously elected president for the ensuing year.

Clyde B. Edgeworth, director of commer-



*The 1939-1940 Officers of the Eastern Commercial Teachers Association*

(Seated, left to right) Raymond C. Goodfellow, Conrad J. Saphier, Peter L. Agnew, Arnold M. Lloyd. (Standing, left to right) Edward P. Jenison, R. G. Walters, Clyde B. Edgeworth, Katherine W. Ross, Clinton A. Reed, Harry I. Good.

cial education, Baltimore, Maryland, replaced John G. Kirk, director of commercial education, Philadelphia, whose three-year term as member of the executive board expired.

Wallace Bowman, head of commercial department, Senior High School, New Rochelle, New York, is the new editor of the *Association Yearbook*. The assistant editor for the coming year is Dr. Foster W. Loso, director of commercial education for the city of Elizabeth, New Jersey.

The other officers and board members remained unchanged. The complete list:

*President*: Peter L. Agnew.

*Vice-President*: Conrad J. Saphier, Samuel J. Tilden High School, Brooklyn, New York.

*Secretary*: Raymond C. Goodfellow, Director of Business Education, Newark, New Jersey.

*Treasurer*: Arnold M. Lloyd.

*Executive Board*: Clyde B. Edgeworth; Edward P. Jenison, Becker College, Worcester, Massachusetts; Clinton A. Reed, chief, Bureau of Business Education, State Department of Education, Albany, New York; R. G. Walters, Grove City College, Grove City, Pennsylvania; Katherine W. Ross, Boston Clerical School, Boston, Massachusetts; Harry I. Good, ex-officio, associate superintendent of schools, Buffalo, New York.

## Pi Rho Zeta to Hold Conclave

THE first international conclave of Pi Rho Zeta International Fraternity and Sorority is to be held June 16, 17, and 18 in Milwaukee, Wisconsin. The chapters in the Spencerian College, Milwaukee, of which Miss E. M. Bennett is manager, are to be the host and hostess chapters. The Hotel Schroeder will be convention headquarters.

Pi Rho Zeta can now boast of seventy-six combined active and alumni chapters. The following schools have organized chapters during 1939:

Standard Business College, Hammond, Indiana;

Northwestern School of Commerce, Lima, Ohio; Mrs. Bramwell's School of Business, Evansville, Indiana; Modern School of Business, Modesto, California; Fond du Lac Commercial College, Fond du Lac, Wisconsin; Wall Business College, Bradenton, Florida; Franklin University, Columbus, Ohio; Massey Business Colleges, Montgomery, Alabama; Fargo Business College, Fargo, North Dakota; Illinois Business College, Springfield, Illinois; Salem Secretarial School, Salem, Oregon; Augustin Business College, New Orleans, Louisiana.

J. I. Kinman, president of Kinman Business University, of Spokane, Washington, is sponsor and grand president of Pi Rho Zeta International.

## Convention Reports in the Business Education World

FOR many years, the B.E.W. carried nearly 100 pages of regional and national association convention reports and, in addition, about the same number of pages of city and state convention reports—one-fifth of the entire space in the magazine.

In the fall of 1936, we asked our readers if they would not prefer that we confine our convention reporting to regional and national associations, eliminating entirely reports of all city and state associations, thereby freeing approximately 100 pages (10 pages an issue) for additional instructional material and pedagogic discussions. The answers showed an overwhelming majority in favor of the

cutting down of convention reports as suggested by us.

This editorial policy was put into effect during the school year of 1936-37 and thus far has been eminently satisfactory to our readers. It will be continued until our readers request a change.

This restriction in no way affects the publication in the B.E.W. of any outstanding action or forward-looking program of a city or state association. Some of the best group activity in the field of business education is being carried on by city and state associations. We shall appreciate the co-operation of their officers in keeping us advised along these lines.

# Vocational Guidance in the Teacher Training College

FLORENCE M. WALLACE

*Iowa City, Iowa*

THE problem of vocational guidance in the high school commercial department has been receiving much attention recently in educational literature, but we hear almost nothing about a vocational-guidance program for the commercial teacher training institution.

Because the high school department enrolls such vast numbers of young people at the present time, it holds the center of the stage. All attention is being focused upon its vocational-guidance program. We are worrying over such problems as the advisability of offering more exploratory courses in commercial work, or the disappointment of high school pupils in their expectations of obtaining stenographic positions.

### *Obtaining Guidance-Minded Teachers*

Many of these worries would be eliminated if we were more concerned with obtaining the right kind of commercial teachers. The teacher who is mainly interested in the check that she receives at the end of the month and the number of dates and bridge parties that she can add to her social calendar cannot be expected to show much interest in the problems of her pupils. She has too many entangling alliances of her own to be bothered with such extraneous matters as a youth's choice of an occupation.

Beyond question, the vocational-guidance program of the high school commercial department is of vital importance; but, important as it may be, it cannot reach its highest efficiency until a vocational-guidance program has likewise been promoted in the commercial teacher training institution.

Commercial teachers should be guidance-minded if they are to co-operate in directing

high school pupils into suitable vocations. Without doubt, the surest means of obtaining commercial teachers who are guidance-minded is to select teacher trainees carefully and then to imbue them with guidance techniques during their training period.

The field of commercial teaching has expanded so rapidly within recent years that commercial-teacher trainees, regardless of their ability, have had little difficulty in gaining entrance into the teaching profession.

"Pull" has been a popular means of obtaining positions during depression times and will continue to be as long as the unemployment situation lasts. It is not always the most efficient commercial-teacher trainee who receives the best position; inferior candidates frequently obtain positions as good as or better than those obtained by candidates of superior ability.

Apparently most commercial teacher training institutions have very little to offer in the way of vocational guidance. The customary practice seems to be that of accepting and training all candidates who pay their admission fees at the entrance gate. Even the course in practice teaching is usually of little value so far as vocational guidance is concerned.

### *Practice Teaching Offered Too Late*

Often it is hardly more than a course in observation, and hence fails to reveal inferior teaching ability. Moreover, practice teaching is usually offered in the senior year—rather late in the teacher-training course to use it for prognostic purposes to eliminate a trainee and to guide him into other work. The elimination, when necessary, should occur earlier in the four-year training course.

For prognostication of probable success in the teaching field, many commercial teacher training institutions depend upon the general grade average made by the prospective teacher in his class work.

But grades are not a sure index of teaching ability. It is a common occurrence for a brilliant college student to make a very poor showing when attempting to teach in high school. And, on the other hand, it is not unusual for a student who makes only average grades while in college to develop into an excellent teacher of certain high school subjects. Scholastic ability, therefore, does not correlate sufficiently high with success in teaching to be used as the sole criterion by which to choose commercial teachers.

If the right type of young people were attracted into the commercial teacher training institution, the vocational-guidance problem of the commercial department would, in a large measure, be solved. The departmental staff would then be relieved of the work and the responsibility of predicting who would become the efficient teacher and who should be directed into other lines of work.

Prediction of this kind, even at its best, is more or less uncertain. If young people entered commercial teacher training because of a definite interest in teaching the business subjects and with a talent for this line of work, however, the uncertainty of predicting the successful commercial teacher would be eliminated. The chief problem, then, becomes one of attracting desirable young people into the commercial teacher training department.

The effort to obtain desirable commercial teacher trainees places an added responsibility upon the public-relations program of the department. The usual scattered bits of news about faculty members and social events that find their way into daily newspapers and college papers and bulletins will not suffice for this purpose. Neither will glowing pictures, painted in rainbow colors, showing the wonderful opportunities for teachers in the commercial field.

The public-relations committee should map out its publicity program so as to give complete and accurate information to young

people who might develop into happy and efficient commercial teachers. Conditions should be shown as they actually exist in the commercial-teaching field.

The qualifications essential for a good commercial teacher should be stressed: teaching ability, mastery of technical skills, thorough knowledge of subject matter, and interest and experience in business. In addition, the efficient commercial teacher is, to a certain degree, a psychologist. This is especially important if he is to assist in the vocational-guidance program of the high school commercial department.

By presenting the whole commercial field in its proper light, the public-relations program should be able to obliterate the stigma that has been placed upon commercial education in the past. The high school commercial department is no longer the dumping ground for inferior students. When this fact becomes clearly recognized and the stigma has been removed, superior students will no longer be skeptical about entering this field of teaching. Neither, then, will administrators and teachers hesitate to direct superior students into this line of work.

The publicity given the commercial teacher training institution through its public relations program must be far reaching if it is to influence young people still in high school. It is during high school years that students should become familiar with the opportunities and the responsibilities found in the commercial-teaching field. It is then that exploratory courses in commercial work can be tried out most advantageously.

Obviously, some young people of high school age are not sufficiently mature to make definite decisions regarding life occupations. Information concerning commercial teaching should, nevertheless, be available for those who attempt to decide such momentous questions.

The provision of such information is, in reality, a major portion of the vocational-guidance work of the commercial teacher training institution. A vocational-guidance program, working under ideal conditions, does not decide questions for students but leads them to make wise decisions.

In order to make prudent decisions and thus to avoid blundering into unsuitable lines of work, students should view the field of commercial teaching from all possible angles. The clear and accurate presentation of information concerning this field is, therefore, the best kind of vocational guidance that the commercial teacher training department can offer.

As a matter of course, even with this information available, all young people will not decide judiciously when choosing a future occupation. Some students who would develop into excellent commercial teachers will veer off into other lines of work; while others, who possess such a slight amount of teaching ability that it could not be detected with a microscope, will slip into the department for the training of business teachers.

When such errors in judgment occur,

there is still the probability that the information broadcast by the teacher-training institution will later reach these students and assist in directing them into kinds of work for which they are better suited.

In this way, the public-relations program should to a large extent serve the purpose of a complicated vocational guidance program. By imparting information to young people prior to their entrance into the commercial teacher training department, it will attract those who have the ability to develop into efficient commercial teachers. And by reaching those young people already enrolled in the department, it will influence them to specialize in certain phases of commercial teaching; or, if they are not adapted to this field of teaching, it will aid in guiding them into other types of commercial work, into business, or into other occupational fields.

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WILLIAM D. M. SIMMONS, school sales manager of the Underwood Elliott Fisher Company, died at his home at



Fort Worth, Texas, on March 18, after an illness of three years.

Mr. Simmons, who was sixty-six years of age, was a native of Arkansas and was educated in that state. His business career, however, began in Texarkana, Texas. Mr. Simmons joined the Underwood Typewriter Company in New York, in 1914, and a few years later became head of its educational division. His early experience as a teacher of shorthand and typewriting eminently fitted him for the educational and promotional

work with which he was to be identified so long and honorably.

When the Underwood Typewriter Company and the Elliot Fisher Company merged, in 1927, Mr. Simmons was made school sales manager, which position he occupied until his retirement in May, 1936, because of ill health.

Under Mr. Simmons' supervision were trained many of the typists whose names have made history in championship circles, including George L. Hossfield, ten times World's champion typist.

Mr. Simmons had a host of friends among his business associates, educators, and students. He is survived by his widow, two sons and two daughters, to whom we extend our sincere sympathy.

IRA GRIMES, for twenty-six years head of the bookkeeping department of the John Marshall High School, Richmond, Virginia, died on March 30 at his home after a brief illness.

Mr. Grimes was a pioneer member of the Southern Business Educators Association, and in addition to his teaching and administrative duties in Richmond, he conducted summer session courses in business education for a number of years in the University of Virginia at Charlottesville.

# The ABC's of Office Machines

ALBERT STERN

## No. 4—Billing and Billing Machines

**EDITOR'S NOTE**—In order to make an intelligent selection of the equipment that should be purchased for instructional purposes, the teacher of office machines should have a fundamental understanding of the most-used types in each classification, such as adding machines, statement machines, bookkeeping machines, etc.

In his series, of which this is the fourth article, Mr. Stern describes in simple, non-technical language the purpose of the various machines, with particular emphasis upon their value for instructional purposes.

BEFORE attempting to explain the various types of billing machines and the work they do, it is advisable to discuss what is generally understood by "billing."

We say that we "receive a bill" for goods sold to us or for services rendered. As a rule, the bill contains an itemized account of the amounts, as well as the total. This bill is also referred to as an invoice.

"Billing" or "invoicing" is the process of preparing, on a form devised for that purpose, all the information that the vendor deems it necessary for the debtor to have, so that the bill can be paid without delay.

Bills may be very simple, containing the name and address of the buyer, order number, shipping information, and one or two items requiring little or no multiplication, such as "1 doz. shirts @ \$9 doz." Then, as in hardware or lumber billing, there are large multiplications with fractional amounts and discounts of various kinds.

In offices where the billing is simple and not very voluminous, say not more than fifty bills a day, the order clerk makes the necessary calculations and gives the orders to the billing clerk for copying on the typewriter. These bills are, as a rule, checked again by a calculating clerk after they are completed.

### Simple Billing in Heavy Volume

Where bills are simple (requiring little

computation) but heavy in volume, it is advisable to use a typewriter that has attachments to speed the operation. This is especially true where several copies are made at a time.

Often, when several copies of a bill are made, each copy is of a different color, for easy distribution. Sometimes these copies come in sets, stuffed with carbon paper. The carbons are used once and thrown away, making this method of billing expensive; but the copying can be done on an ordinary typewriter, the initial cost of which is less than for a more complicated machine.

To save this waste of carbon paper, bills are sometimes attached in their length, for continuous billing (Figure 1, page 774). In *superfold* bills, as this kind is called, all the same copies are in separate strips, but the strips are not attached. Thus, when a bill with its copies is torn off, the copies are separate and ready for distribution. Superfold bills are expensive, because the printing cost is heavy.

In order to decrease printing expense, the *fanfold* has been devised (Figure 2), in which the strips are printed in one and the ends perforated. After the bill has been completed on the machine and detached, the original and the copies are all attached; they open in the form of a fan. These copies have to be torn apart for distribution.

A disadvantage of the fanfold is that all the copies have to be of the same color. The various copies are, therefore, not easy to identify.

An important consideration in all billing is the fact that bills are *numbered consecutively*, and that *every bill has to be accounted for*. No bill may be destroyed. If an error is made that cannot be corrected, the bill is marked *void*, but it must be properly filed with all void bills.

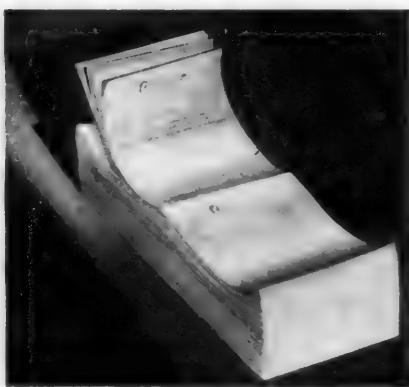


FIGURE 1



FIGURE 6

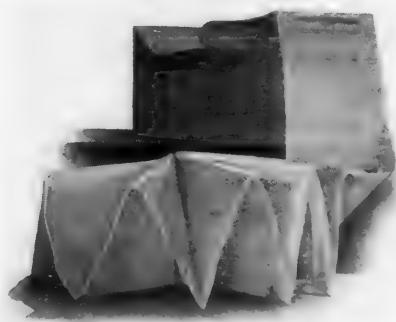


FIGURE 2



FIGURE 3



FIGURE 7

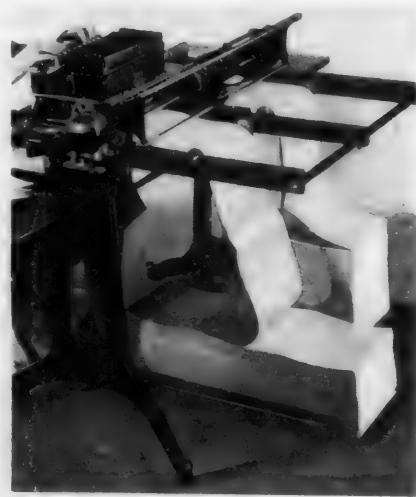


FIGURE 4

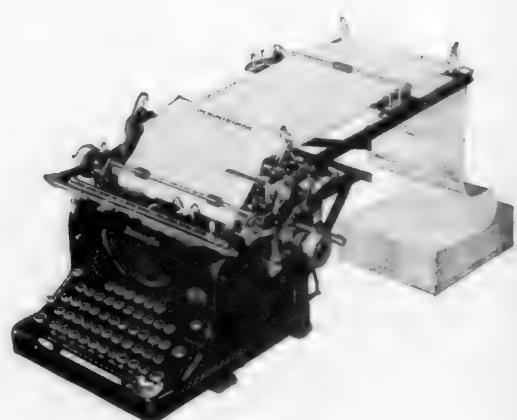


FIGURE 8

### **Continuous Billing**

Various machines have been devised to save some of the cost of carbon paper. Typewriters are made with attachments for permitting the continuous use of carbon paper. The attachment, called a "truck," has several layers of carbon paper that feed into the bill that is being typed. When the typing is complete and the carriage has been released, the completed bill is torn off at the perforations and the carbon sheets are fed into the next bill as it is pulled into place.

A machine of this kind is called a "fan-fold biller," because, as a rule, these bills are attached not only in their length, but also there are several copies of each bill attached in the width. When a bill, with its carbon copies, is completed and torn

off, the bill and its copies are still together. The bill and its copies all have the same number for identification.

To summarize at this point: when billing is simple and very light in volume, the typist may insert the carbons and copy the "filling" on the typewriter from the orders. If there are any computations, they are done beforehand on a calculating machine, and, as a rule, checked again after copying.

If the volume is larger, the bills may be obtained with the carbons inserted between the copies. These are known as "one-time" carbons. Sometimes, if a part of the bill is needed on one of the copies and not on the others, a strip of carbon is attached in the proper place; this is called "spot" carbon. The typewriter is still the billing machine.

To save in the cost of carbon paper, the fanfold billing machine is used.

### **Kinds of Billing Machines**

The Underwood Elliott Fisher Company manufactures two kinds of billers, the Underwood and the Elliott Fisher.

The Underwood Fanfold biller contains a standard Underwood typewriter with the truck attached to the carriage for continuous billing (Figure 3). This machine comes in a hand model and in an electrified-carriage model.

The Elliott Fisher biller has a standard keyboard with a slight difference, but it does not have the typewriter carriage. The writing is done on what is known as a "flatbed" (Figure 4).

The typewriter or head can be moved on tracks to various positions on this bed, back and forth or from side to side. The writing line is always fully visible, and it permits what is known as "spot writing"—the typist may select the spot at which to write. The sheets of carbon are fixed, and the operation of removing the bills carries the different copies of the bill through the strips of carbon. This permits continuous billing, either superfold or fanfold. The company makes this machine so that the head can be moved either by hand or by motor, but the keyboard itself is not electrified.



FIGURE 5



FIGURE 9

In addition, this company manufactures what is called a "simplex" model biller, for both the Underwood and the Elliott Fisher (Figure 5). The simplex has "totalizers," little adding-machine attachments. Inside the machine is an "actuator," which, when numbers are struck on the keyboard, converts them into amounts that are not only printed on the bill but also added in the totalizer. Each totalizer has a little window, so that the typist can read the amounts in it. The use of the simplex model obviates the need of checking the bills after they have been typed.

The Remington Rand Company fanfold billers are similar to the Underwood, both in the simplex (Figure 6) and non-simplex models. The Underwood machines do not have electrified keyboards; the Remington electric models have both carriage and keyboard motorized.

The Electromatic biller, made by International Business Machines, is more or less similar to the Remington electric fanfold biller (Figure 7).

The Burroughs Adding Machine Company has two distinct classes of billers: fanfold and typewriter-computing billers. Its fanfold is comparable with the Underwood (non-simplex) electric-carriage biller, except it differs in the method of feeding the carbons and the tearing off of the completed bills (Figure 8).

The Burroughs typewriter-computing biller is the only one of its kind; it not only has the typewriter and electrified carriage but also contains several adding ma-

chines as well as a *subtracting* and *multiplying* mechanism. It is the most expensive biller on the market, but many firms pay the increased initial cost because of the advantages of its computing mechanism (Figure 9).

By means of this machine, the order as it is taken may be given to the operator without any previous computations, the machine doing all this work and automatically printing all the answers. It is claimed that, in less time than it takes just to copy a bill, this machine computes, types the information, and prints all results. Nevertheless, another clerk should check the items with a calculating machine before the bills are sent out, to find possible errors in copying from the orders.

### *Why Teach Billing?*

Billing or invoicing is the very heart of the accounting work of a firm. Only an accurate, rapid typist can bill correctly. Since many of the boys and girls from the commercial department will be doing such office work, it behooves us to acquaint students thoroughly with the details of billing and with filling out of billing forms on the typewriter.

With such a foundation, a couple of hours with any of the billing machines (except the Elliott Fisher and the Burroughs Computing, which require a special course of instruction) will open up to our commercial graduates a new field of vocational opportunity.

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**B**RUCE A. FINDLAY has been appointed supervisor of the visual education section of the division of service of the Los Angeles Public Schools.

A graduate of Pomona College, Mr. Findlay received his master's degree from the University of Southern California. He was for several years assistant superintendent of the Los Angeles public schools, subsequently entering the business world as personnel manager and acting superintendent of a large Los Angeles department store. Mr. Findlay later joined the staff of the Los Angeles Chamber of Commerce as manager of its convention department, holding that position at the time of his present appointment.

Mr. Findlay, in collaboration with his wife, Esther Blair Findlay, is the author of a popular book of business plays, *Keys and Cues*, the purpose of which is to dramatize the teaching of business attitudes.

**H**OLLIS P. GUY, assistant professor of commerce, University of Kentucky, Lexington, has been appointed secretary of the Southern Business Education Association, filling the vacancy created by the resignation of Clyde Humphrey, who was appointed editor of the Association's quarterly, *Modern Business Education*.

Mr. Guy retains his position as managing editor of this quarterly.

# Comments by Our Readers

*A cordial invitation is extended to each of our readers to comment frankly on the articles appearing in the Business Education World*

## Standards in Typewriting At the Junior College Level

(January, 1939, pages 361-366)

*Comments by Harold H. Smith*

PROFESSOR FREDERICK NICHOLS, of Harvard University, in the March issue of the *Journal of Business Education*, under the title "Hard to Believe" (page 9), comments on Miss Fanny E. Baggley's article on "Standards in Typewriting at the Junior College Level." He points out that the "certificates of proficiency," which she describes, bear witness to the student's ability only "in terms of words-a-minute on straight copy, in spite of a course which obviously aims to develop all-around typing ability."

He continues: "Not a single real office-typing job is taken into account in the final test to measure results of teaching in a course which undertakes to train typists. I still don't believe I have read this article correctly." Quite right—he has not!

Let us refer to the second column of Miss Baggley's article, on page 363.

During the last quarter [of the first term], an attempt is made to acquaint him [the student] with budget procedure so that he can experience the practical situation wherein he applies his typing technique to an everyday problem and thus senses what it means to typewrite and turn out an assigned amount of work within a given period...

An attempt is made also to introduce the student to actual business standards . . .

Again, refer to the paragraphs dealing with the second term's work, pages 365 and 366:

All work is graded according to actual business standards . . .

Read the last paragraph dealing with the third term's work, at the top of page 366:

The work is graded according to actual business standards . . .

Finally, read the first paragraph below

the centered title, "Certificates of Proficiency." (Italics are ours.)

Certificates of proficiency are awarded in *all three courses* for superior accomplishment in *timed work* as follows . . .

It is well known that such awards provide highly desirable motivation to students who are learning to type. They have been known to provide needed motivation to encourage continued effort to improve basic typing skill even after students have left school.

That Professor Nichols should appear to want such valuable devices discarded is "hard to believe." We all know he is very much interested in "certificates of proficiency" with respect to practical typing jobs. That is a laudable objective.

We have had considerable experience in the construction of practical typing tests of the kind he favors, and we predict that he will shortly discover the tremendous difficulty of preparing tests of equivalent difficulty, even in the range of simple tests.

This is not to say that the effort to produce such tests should *halt*. It is a fair guess, however, that it will be many years before a score on one such practical test will bear a definite, understandable relationship to an identical score on another that is intended to be an equivalent test. In other words, it will probably be very difficult to know how much vocational proficiency a given score on such a test implies.

The real point in my "comment and challenge" is that Professor Nichols has misunderstood the statements Miss Baggley made in her article. Apparently, he did not recognize that the centered title, "Certificates of Proficiency," denotes that what follows is a discussion of the way these certificates function to encourage the development of basic skill in all three terms of typing. The bases upon which both the basic and applied typing work in the third (the last) term are judged are fully de-

scribed under the preceding centered title, "Advanced Typewriting."

For a long time, Professor Nichols has been "criticizing, commenting, and challenging" the *overuse* of timed and untimed straight-copy practice in advanced courses in which the aim should be mainly to prepare the student for the job.

This is as it should be; but there are plenty of people who, for one reason or another, oppose the whole program of timed and untimed straight-copy practice, except as it is tolerated and undirected through assignments to type "perfect copies." It would be most unfortunate if any of these were to be misled into thinking that Miss Baggley's article justifies their point of view in the slightest degree.

Speaking again from my experience as a skilled typist and as an employer of typists, I will even go on record as being convinced that most of the typists who are graduated today would be better office workers had a much larger proportion of their courses been devoted to a definite routine of result-getting, timed straight-copy practice.

Far better that students should increase their basic skill until they can "make the machine talk," doing a minimum of the typing and arranging of business forms, than that they should do as so many have done for years—slowly turn out business papers without regard to productive output, and with little or no worth-while effort to handle the machine more skillfully.

I realize full well that this affirmation may bring some criticism, but I invite prospective critics to note that I have specified "*a definite routine of result-getting, timed straight-copy practice*"—not a hit-and-miss diet of poorly directed straight-copy practice.

## Prognosis in Business Education

(March, 1939, pages 533-536)

Comments by P. L. TURSE,  
Peekskill, New York

DR. BLACKSTONE points out that a review of experimental data in prognosis indicates that few prognostic

tests correlate above .60 with achievement; also, that correlation coefficients must be interpreted in terms of predictive efficiency and that, therefore, they must run in the neighborhood of positive .90 for prognostic tests to make significantly better predictions than could be made by pure guess.

One might infer from Dr. Blackstone's article that low or negative correlations with achievement are always indications of poor prognostic qualities. On the contrary, it is possible for a single test to have such a correlation with achievement and still be an important and necessary part of a test *battery*.<sup>1</sup>

The writer is at present accumulating data from a fairly extensive prognosis experiment and finds, as Dr. Blackstone suggests, that a major reason for the apparently low correlations is that factors of pupil interest and application have not been controlled in aptitude experiments.

It is no secret that comparatively few pupils work to their capacity in any given school subject; hence the development of the accomplishment quotient in interpreting pupil achievement.

Mary Doe may be accurately "prognosed" as having superior ability or capacity for a given subject, but for numerous deliberate or undeliberate reasons may not apply herself fully during the study of the subject. Her achievement score will be lower than it would otherwise be, and the correlation with her aptitude test score is, therefore, understated.

I have used the word "understated" rather than the word "spurious" because, according to Hull,<sup>2</sup> a spurious correlation coefficient is one which has been secured when actually the aptitudes have not been caught. In Mary's case, the coefficient is genuine, but it is understated.

Certainly, from this fact alone, it does not follow that the aptitude test was unreliable. Likewise, pupils with meager or marginal aptitude may, through intense interest and application, attain a passing or above-passing grade. Again, this fact will

<sup>1</sup> C. L. Hull, "Aptitude Testing," World Book Company, 1928, p. 455.

<sup>2</sup> *Ibid.*

artificially reduce the correlation, for the simple reason that *all* the pupils in the group will not make *intense* application.

The point to be made is this: When a pupil scores high in aptitude and low in achievement (assuming accurate achievement measures), as much suspicion must be cast upon the pupil's interest and application as upon the reliability of the aptitude test.

Inversely, however, when a pupil scores low in aptitude and high in achievement, greater suspicion falls upon the reliability of the aptitude test. In the latter case (all other factors, of course, controlled), it is probable that the capacities measured by the aptitude test are of a nature that they can be and have been developed during the study of the subject. A good aptitude test is composed of abilities or capacities which are *not* appreciably developed through a study of the subject. These qualities of an aptitude test might be determined by a comparison of scores made by giving it *before and after* the study of the subject.

Another weakness of prognostic tests can be detected in their failure to prognosticate accurately in the "average" or mid-section of a distribution of scores. Undoubtedly most aptitude tests prognosticate fairly accurately at the extremes of a distribution but many other subject matter achievement tests may predict as accurately at those points. The writer has found that English marks I.Q., and the Hoke Prognostic Test predict shorthand achievement about equally well at the *extremes* of a class distribution but that this prediction is less equal and far less accurate at the average and near average points. This probably occurs because pupils around the median or mean are more nearly homogeneous and a test must, therefore, be highly refined to further differentiate individuals at this point. Another measure, therefore, of a good aptitude test would seem to lie in the accuracy of the predictions in the inter-quartiles of a given distribution.

In addition to the factors of technique and criteria pointed out by Dr. Blackstone, it seems that aptitude testing in commercial or any field *must* take into account the

factors of pupil interest and application. These may be controlled by teacher observation and rating, by the use of vocational interest questionnaires, or by specially constructed media. These measures, it seems to the writer, will then have to be weighted *into* the achievement test scores or "partialed" *out* of them in order to make correlation coefficients more accurate indicators of the value of aptitude tests.

### Commercial Contests

(December, 1938, pages 325-326)

*Comments by Ralph Martin McGrath,  
Acting Head of Commercial Department,  
Lincoln (Illinois) Community High School.*

**I**N the community in which I teach, plans were first laid this year for the purpose of entering the state contest. A few months ago, after a conference with the principal-superintendent, we decided very definitely not to enter the contest. Perhaps you will be interested in knowing why this action was taken.

We felt, first, that the main function of the commercial department was to train for the job and not for the contest; and with the very heavy teaching loads that we have, we could not do both. The question that was answered first was, "What are we training for?" The superintendent answered it categorically: "The job."

One other member of the department, who had entered the contest last year, told the superintendent just how she got her students ready for the contest and just what she had to do to take the places that she did. She drilled her students night, noon, and morning before the contest. She concentrated her attention on the team for the contest, and she frankly states that she did not attempt to carry the rest of the class along. The entrants to the contest were her main concern and she recognized the fact.

In another department of the same school, a former department head, who had made the town contest-conscious with the work of his department, told me he felt that the bright students were his major concern and that he did not feel that his time should be

taken up with those who do not show an aptitude for the work. Since contest winning was his major objective, we can readily agree with him.

At the conference with the superintendent, this question was raised: "Is that the proper philosophy of education?" The department unanimously agreed that it was not.

Our philosophy must be that of helping as many of the students as we can—not merely the bright students who may go out and win cups for the trophy case and bring us and the coach a bit of passing glory.

Last summer at Northwestern I met some very active coaches in contest work, men who have taken prizes in the state. Almost universally they told me that the contest dominated the curriculum and that they spent their class time pointing for the contest. They made no bones about the fact that they dropped from the course those students who were having trouble with it and concentrated their attention on "those who could get it." They agreed that it was not good educational philosophy, but that was the way to get results.

That being the case, we may well ask ourselves, "What price is the public paying for the trophies that adorn that case?" It is not an idle question, by any means.

The contest means the distortion of the curriculum and the denial to the slower student of his just opportunity for adequate instruction. This was the second consideration that prompted us to decide against entering the contest.

The third consideration was the conflict of contest dates. We found that the most likely candidates for the contest were wanted by other coaches and that the dates of the contests in other divisions were coming at about the same time. Under the rules of the school, the student himself decides which of the contests he will enter, and so we had all the elements of a real inter-school fight over material.

There are departments where the contest work is much more a reflection of the work of the schoolroom than is the commercial

contest. My criticism of them does not apply so severely as it does to my own field.

Of this I am convinced: We cannot train for the job and the contest, too, with present teaching loads what they are. A public reaction is setting in against the amount of time the student is kept in the school; sooner or later, it will break out in open rebellion. When it does, the contest work will stop for a while until we take a saner view of it.

The report of the Eastern Commercial Teachers Association on the subject of standards indicates that the training of the student at the present time is for the "spurt" standard of work rather than the "sustained" standard such as the student actually encounters in the office. The state contest, as conducted, is built around the "spurt" standard, not the sustained standard. This leads to a further distortion of the curriculum.

The contest prepares a few very bright students for brilliant work, and in so doing, withdraws the teaching energy of the teacher from the average and the slower student, who in many instances need the work to earn a living and need the time of that teacher much more than does the brilliant student.

We feel that the contest does not achieve its objectives but, on the contrary, creates an unhealthy attitude of mind in the students, in that it gives them the idea that speed and accuracy for short periods of time are the main goals of commercial education. The slower student facing such very stiff competition does not put his best effort forward but simply quits and turns to other courses.

Regardless of what contest proponents may say, the curriculum is dominated by the contest idea, and the remedial work of which we hear so much simply is not done. In some schools, the contest coach teaches a very much lighter schedule than does the non-contest teacher, but once again I question whether the coaches are doing remedial work.

In fairness to the average and the slower student, let us scrap this thing called the Commercial Contest.



# It's Easy to Teach Problem-Solving

R. ROBERT ROSENBERG, Ed.D., C.P.A.

**A** PROBLEM has been defined as "A statement representing a situation that requires some conscious effort for adjustment." If the solution or adjustment is made in terms of number, the problem is an arithmetical problem. The problem is a vehicle for the application of the knowledge of abstract numbers already acquired.

A *problem* does not indicate the process to be used in the solution; in an *example*, the process is indicated. A knowledge of fundamental operations is required in working examples.

Until the twentieth century, the value of problem solving was thought to be chiefly of a disciplinary nature. Large numbers and puzzling problems, with plenty of opportunity for drill, were considered of paramount importance. This view is sharply at variance with the present utilitarian view, which holds that social insight, practical numbers, practice in language interpretation, utilization of arithmetic skills, and training for the development of thinking power—within the limits of the modern conception of transfer of training—are of greater importance.

## *Requirements of the Problem*

A good problem must appeal to the student's interests and instincts, must be within the sphere of his experience, and must be true to life. Upon the realism of the problem depends much of its value, although this does not preclude problems dealing with subjects within the imaginative experiences of the student, as problems in banking, insurance, stocks, etc.

The situation in the problem should be

one in which the student may actually visualize himself. The project method makes this possible.

The problem must be concrete; that is, within the experience of the student. Problems based on illustrations or concerning objects are not necessarily concrete to the student. Inane situations, such as "How many \$1.75 books can be bought for \$31.50?" and misleading, unreal, and absurd situations, such as "If a man walks 4 miles in one hour, how many miles will he walk in 3 days?" should be avoided, except when used as aids in teaching new principles and in reviewing skills and processes already learned.

The terminology of the problem must be within the comprehension of the student. New terms should be explained before they are used. The language used should be varied, simple, and clear. Indeed, the arithmetic lesson may profitably become, at times, a language lesson. Stereotyped forms of expression and "cures" should be avoided, because they are usually lacking in realism. Precision in the use of words should be the rule at all times in the preparation, presentation, and solution of problems.

Many of the difficulties encountered by students in solving oral or reasoning problems are difficulties in understanding the terminology in which the problems are phrased. The relations among the various parts of the problem are not readily grasped. Scientifically conducted investigations have shown that, where these difficulties in reading and in reading comprehension have been removed, there has been a decided improvement in problem solving

### *Oral Problems*

In general, three methods are used to teach students how to solve oral problems:

1. The use of a large number of problems requiring no special technique.
2. The use of analysis as a definite technique in attacking problems.
3. The use of analogy, or training pupils to see the similarity between difficult and easy problems, and so to decide what process to use in solving the difficult problems.

For many teachers, the first seems to be the most effective method. It may appear to some, however, that the effectiveness of any method of teaching students to solve reasoning problems in practice depends greatly on the skill, training, and zeal of the teachers using the method, and on the determination of the students to solve the problems.

### *True-to-Life Situations*

Problem material, to be productive of the greatest amount of good, and to lead more directly to the carrying out of its utilitarian aim, should be drawn from true-to-life situations. Among these may be mentioned the home, from which are drawn problems involving rent, food, and clothing; activities based on commerce and industry that come within the understanding of the student; amusements, plays, and games, leading to projects for student solution; personal junior-business occupations, such as selling newspapers and magazines, running errands, working at minor office jobs; classroom and school activities leading to problems in computing percentage based on attendance, preparation of graphs in connection with work in drawing, figuring problems based on denominate numbers, and practical measurements in connection with references to distances and areas in history and commercial geography; and many social and civic activities with which the student is familiar and in which he is vitally interested.

### *Types of Problems*

There are three types of problems: the isolated problem; the group, or narrative problem; and the real-situation problem.

The *isolated problem* applies the arith-

metical process taught, but usually does not contain familiar situations. It is easily graded and requires some judgment. It often contains cue words and is not much better than the "naked problem," that is, a problem stripped of verbage.

Example: The rate is 25 per cent and the base is 150. Find the percentage.

The *group, or narrative, problem* relates to social, civic, or business activities and is usually made up of several related problems whose results are connected. This type of problem is more real than the isolated problem and emphasizes and makes more impressive the information given. Too much time is often required for its solution, and the possibility of error is increased, because if one section of the problem is wrong, the whole problem is wrong.

The *real-situation problem* concerns matters of student interest and requires genuine exercise of judgment. Such problems as advantages of investments in stocks or in the bank, cost of electricity versus gas, etc., fall in the real-situation problem class.

All problems may be reduced to one or more of the following forms: namely, finding a part of a number, finding what part one number is of another, and finding the whole number when a part is given.

### *Procedure of Problem Solving*

Only general suggestions can be made as to the procedure to be followed in the solution of problems, because of the diversified types and complex situations presented. Mental images of the magnitudes involved in the problems should be formed and what is *given* determined. What is to be *found* should then be noted, and the processes to be used should be decided upon by comparing what is given with what is to be found.

The answer to the problem should be approximated and checked with the result obtained. Every answer should be verified and checked, either by reworking or by solving by another method.

Every problem should be approached by carefully analyzing its contents. In this way, the method of attack and the opera-

tions necessary for its solution can be determined. This procedure is necessary, as any unknown quantity creates a problem.

When a problem is solved by a rule or formula, the rule should first be discovered and formulated by the student himself. This plan tends to promote student self-activity and self-expression, leads to satisfaction, and aids memory. The teacher should use words that ought to appear in the rule that is formulated. The use of a rule or formula provides a convenient form of generalization, which is easily remembered because of its brevity. The student's mastery of symbols is aided and his power to deal with abstract facts developed.

The *graphic method* of problem solving is used when the type of problem is new, when conditions are difficult to image, and when it offers the simplest solution. Problems in practical measurements can best be solved by this method.

Students should be encouraged to approximate answers, thus learning how to visualize magnitudes and develop a "number sense"; should be urged to make up problems of a definite type, thus developing a constructive imagination; should be required to indicate the operations used in solving problems in the order in which they are performed; and should be taught how to solve incomplete

problems and problems without numbers.

An example of a problem without numbers is the following: "How would the cost of one article be determined if the total cost of a purchase is known?"

An example of an incomplete problem is the following: "A profit of 15 per cent of the cost is gained by selling an article for \$23. Complete the problem." Another type of incomplete problem is illustrated by the following: "What must you know to find the number of square feet of linoleum needed to cover the floor of a room?"

Accuracy in problem solving may be improved by developing power in performing the fundamental operations; by testing soundness of reasoning by working problems with small numbers; by learning how to approximate answers with a fair degree of skill; by using, wherever possible, a variety of solutions to find the answer to a problem; and by checking results by solving the problem by more than one method or by reversing the conditions.

Speed in problem solving may be developed by omitting formal analysis; by avoiding unnecessary figures and labels (at the beginning of the work in problem solving the results should always be labeled); and by using short cuts whenever it is possible to do so.

## International Contest on World's Fair Grounds

THE seventh annual International Commercial Schools Contest will be held on the grounds of the New York World's Fair on June 27 and 28.

The championship tests are divided into three divisions: Secondary Schools, Private Business Schools, and Accredited Colleges and Universities.

There are three classes of tests: Novice, Amateur, and Open. Tests will be given in shorthand, including transcription; typewriting, bookkeeping, machine calculation, and dictating machines.

The official 1939 World's Amateur and Novice Typewriting Contests will be held June 28 as a special event in this International Contest.

For the general contest rules and official entry blanks, write W. C. Maxwell, manager of the contest, Hinsdale High School, Hinsdale, Illinois.

The executive committee of this contest consists of Mr. Maxwell; Mrs. Marion F. Tedens, of the Board of Education, Chicago; Dr. D. C. Beighey, State Teachers College, Macomb, Illinois; and Raymond C. Goodfellow, director of business education, Newark, New Jersey.

Professor George R. Tilford, in charge of commercial teacher training, Syracuse University, is chairman of the advisory board.

The contest headquarters will be the Hotel Imperial, Thirty-second Street and Broadway, New York City.

# Nutmeg and Ginger

*Sixth of a Series of Devices to Spice Up Shorthand and Typing Classes*

CELIA AYARS PRIESTLEY

## *Shorthand*

**15** Have you noticed that parts of your notes can be read upside down with entirely different meanings or no meanings at all? For instance, in Gregg Shorthand, "read" becomes "deck"; "back" becomes "rave," etc. Your students will enjoy finding the words in a given exercise that can be turned upside down. The next logical step is to make their own lists of words.

**16** Look about the room: the top of the pencil sharpener is an *oo* hook in Gregg Shorthand; the top of the desk spells "men." Out the window: that lopsided pine tree looks exactly like *teach*; the maple spells *different*. How many shorthand symbols and words can your students find from their places in the classroom?

**17** Did you teach in another school last year? Then you're well acquainted with another shorthand class. Why not start correspondence between your present class and one at last year's school? Or if a good friend of yours teaches in an adjoining state, her class and yours could profitably correspond.

Often your students know members of shorthand classes in neighboring communities. Each individual may write to an individual of another group. However, this is not always the most satisfactory method, since groups vary in size, in ability, and in tastes. A letter prepared by one group for another may add interest to letter writing.

## *Typewriting*

**16** Defects in touch will become apparent when ribbons are thrown off and work is done with carbon paper. The first carbon copy should be studied for variations

in touch. Call attention to the fact that because capital W has more surface than the period, it must be struck harder. Let the students discover for themselves which letters they strike too hard or too lightly, and let them correct their own faults.

**17** The technical terms used in connection with music present some difficulties to typists, particularly if they know little of these words. Make a list of terms such as *crescendo*, *ritardando*, *diminuendo*, etc., and after briefly discussing the meaning and use of each, let the students type them to music.

**18** High school girls and boys delight in discussing their favorite motion-picture actors and actresses. Ask them to type a list of ten in order of preference, the winning student being the one who is first to finish. Then ask them to list as many actors or actresses as they can in a given time. If some picture has recently won unusual local popularity or has been seen at school, hold a two-minute contest in which students type the names of all the cast. List the actors and actresses who usually play comedy parts, those who play character parts, etc. Such drills will arouse particular interest if they closely follow the public announcement of the winners of the annual award for excellent motion-picture acting.

**19** Let your students copy from the blackboard a few lines of any foreign language with which they are unfamiliar. For the most part, this will be a slow, jerky, painstaking exercise. Then let the students copy the same thing to slow music and compare their progress with the first attempt.

# *Optimus Legum Interpres Consuetudo*

"Custom is the best interpreter of the laws"

WILLIAM E. HAINES

*Supervisor of Business Education, Wilmington, Delaware*

LEGAL maxims—tersely stated truisms—prove the veracity of the statement contained in the title: "Custom is the best interpreter of the laws."

Customs, translated into common legal practice, provide the maxim with its birth-right. In fact, a maxim that is not founded on legal custom is not a maxim at all. Not until a legal procedure has been endlessly re-enacted and firmly established is it possible to couch its meaning in brief, direct terms. The great influence of custom upon the interpretation of the law is shown by the very existence of so many maxims.

Countless forces, physical and psychological, mold and reshape our life patterns. New inventions; improved methods; and ever-changing spiritual, social, and political values profoundly affect the way we live. Today, as never before, these resurging influences are powerful factors in determining what we do and how we do it.

Certain ancient customs have been abruptly changed during the past few decades. No longer do we think of land ownership as a right existing heavenward into infinite space. The airplane has changed that. No longer is the married woman deprived of the right to contract. Events of the past several years have changed that. The unenforceability of age-old Blue Laws is further testimony to the fact that custom is the ultimate interpreter of the laws.

Court decisions comprise a vital part of our legal system. These so-called "judge-made laws" provide precedents that serve as a basis for subsequent decisions for perhaps centuries to come. Our strict adherence to legal precedent binds us closely to custom. Opposing attorneys seek to strengthen their cases by the introduction of earlier decisions, knowing well the weight the court will attach to these adjudicated cases. Thus it is that the customs of the

past play a powerful role in the interpretation of our laws today.

Laws are but a means to an end, that end being the ability of human beings to live together harmoniously. Hence, these laws mirror the morality and behavior habits of the people at any given time. Accordingly, they should be in tune with contemporary thought and action. Any statute that is not in harmony is a poor one and is unlikely to be enforced.

Notwithstanding noteworthy exceptions, the law is contemporaneous with public opinion—which is the parent of custom. While it is often true that new and amended laws "lag" behind public opinion, legislative bodies are usually responsive to changing life patterns.

Business practices have had their influence upon commercial law. Not until recent years has public attention been focussed upon business ethics to any considerable degree. Although laws governing contracts have provided legal recourse to both contracting parties for many centuries, the interests of the buyer have been rather conspicuously overlooked. Possibly this is due to the fact that we had become accustomed to the belief that one should enter into a business deal with his eyes open. It was definitely our custom to let the buyer beware.

By custom, we have placed a premium on shrewdness. Sharp practices were not only expected but taken for granted. Everyone expected that the practice of medicine and law would conform to a certain code of ethics—but not so with business.

The twentieth century has ushered in a new attitude. Public opinion (custom, if you prefer) is crystallizing upon improving the rules of the game. Food and drug legislation, labor laws, and trade regulations are but a few of the implements of a

changing public mind. Our legal system is dynamic, ever changing, and responsive to working customs. Since we must, in an age of machines, buy nearly everything that we use, our attitudes and habits have accordingly been transformed.

While it is true that there are a few classic examples of out-moded laws that are not truly representative of the will of the people, it can safely be said that most of our statutes definitely reflect our way of life.

## In Defense of California

C. H. KATENKAMP, LL.B., Ed.D.

*Forest Park High School, Baltimore, Maryland*

LAST September, the Supreme Court of California issued its much-discussed opinion in the case of *Gabrielli vs. Knickerbocker*. This was the case of a child who was expelled from the public schools of Sacramento for refusing, on religious grounds, to give a formal salute to the flag of the United States. Since this action again focuses attention on the age-old question of religious liberty, it is important that teachers understand the nature of the controversy at issue.

A careful study of the background of this and analogous cases will reveal that the court has not acted in an arbitrary or revolutionary manner but, to the contrary, has adopted a conservative, orthodox point of view that has been established by a long line of judicial opinion. Although the American belief in the doctrine of religious freedom impels a protest against any law that requires public school children to salute the American flag, the true picture cannot be obtained without some consideration of the reasoning by which this decision was reached.

Of the numerous cases on record involving the refractory conduct of public school pupils, a few have resulted from the inevitable clash between religious tenets and administrative edicts. Such cases usually revolve around two important issues: extent of authority and religious freedom. In this respect, the *Gabrielli* case is no exception.

The first of the principal points at issue in these controversies is the extent of the authority that has been delegated to public school officials. Standing, as they do, in the

place of the parent, school boards must have broad plenary powers. This thesis was established many years ago and has since been consistently upheld. About the only test applied to the rule today is that of reasonableness. American courts will not circumscribe the regulations of public school officials as long as the regulations are reasonable.

When the wisdom of an action of the school board is highly controversial, the judicial mind hesitates to substitute its own conception for the more expert opinion of the school authorities. For this reason, public school mandates are presumed to be reasonable, and the burden of proving the contrary falls on the pupil who wishes to escape their rigors.

That this is good legal doctrine must be obvious. To permit every disgruntled pupil to obtain relief in the court would be far reaching if not disastrous. The voluminous litigation resulting from the restrictions and limitations placed upon twenty million school children would subject our legal machinery to a serious handicap.

This alone, however, is not a sufficient justification of the principle. A more significant outcome would be the complete collapse of our philosophy of government through administrative agencies.

The American people have accepted the theory that, in many situations, efficient government can be obtained only by placing the enforcement of the law under the control of a board or commission. The legislative branch of the government erects the standards by which these bodies must control their

actions. Within these bounds, administrative boards enjoy broad discretionary power. To submit all their rules to judicial review is to constitute the courts, and not the school boards, the administrators of the public school system. For the performance of this function the courts have neither the time nor the machinery.

The second issue raised in these cases is more important than the first, for it involves the constitutional guarantee of religious freedom. That the Constitution of the United States of America and those of the several states contain provisions guaranteeing religious liberty is common knowledge. But only a few people understand the nature of the principle involved. The point on which the greatest error is made is that concerning the carefully drawn distinction between beliefs and practices.

Although government may not interfere with the views that one may hold of his relations to his Creator, it may circumscribe the form of worship. Were this not true, anyone could use the cloak of religion to protect himself from the consequences of his wrongful acts.

More than sixty years ago, the Supreme Court, recognizing this danger, said, "Laws are made for the government of actions, and while they cannot interfere with mere religious beliefs and opinions, they may with practices." There are definite limits to which the actions of persons may be excused because of religion. In society at large, the test is the police power of the state. When religious rites conflict with this higher state power, the latter will prevail.

In public school administration this principle has been broadened somewhat. By the exercise of its police power, the state can require a certificate of vaccination from pupils whose religious tenets are opposed to medical treatment. For the same reason, it can require a physician's certificate from a student who has been kept at home because of a contagious disease. State universities may exclude a student who, because of religious objections, refuses to enroll for a required course in military training.

In such controversies, our tribunals have

followed the well-established theory that the welfare of the group is more important than the religious practices of the individual. But the flag-saluting cases have expanded this doctrine. In the several disputes that have been presented, our courts have held consistently that the state has the power to exact of its citizens certain patriotic exercises that are deemed to be of a salutary nature. Thus, along with police power, patriotic duty has been exalted to a position in which it will prevail over religious practice when the two are at variance.

On this decision some have predicated the possibility of dire consequences. They reason that a radical school board can now compel any type of religious practice that it desires. This is quite improbable. School regulations must be reasonable. Because it is recognized generally as a nonreligious patriotic exercise, compulsory flag saluting is regarded as reasonable. To reason from the flag-saluting law that school boards may compel the performance of other religious forms and practices is an error. Such a requirement would be neither reasonable nor constitutional.



THE Secretarial Club of the Far Rockaway (New York) High School presented a play called "Applying for a Position" on March 7 to show how the school prepares students for the business world.

The first scene, a classroom in Far Rockaway High School, proved that secretarial students were able to take dictation in French, Spanish, and German, and were able to read it back correctly.

The second scene demonstrated the right and wrong way of applying for a position.

The final scene of the play depicted two secretaries in a modern office, one a quick, alert girl; the other, slow, careless, and sleepy. The slow girl, after being discharged, decided to mend her ways.

The play was directed by Mrs. Marion Cohen and David J. Kappel, head of the department of secretarial studies. The first scene was written by Mr. Kappel, the second scene was taken from the play "College Bread" published in *Keys and Cues*, by Findlay and Findlay. The third scene was taken from the play "How to Get Fired" published in the April, 1937, issue of the B. E. W.

# The Lamp of Experience

HARRIET P. BANKER  
EDITOR



I have but one lamp by which my feet are guided, and that is the lamp of experience.

—Patrick Henry.

As a means of stimulating beginning students' interest in typing accuracy, I have, for a number of years, used the chart briefly described in the following paragraphs.

The names of all first-year typing students are listed in alphabetic order at the left of the chart. The students in all sections are grouped together on one chart in order to give opportunity for more equalized competition than would be possible if a separate chart were drawn up for each section. Across the top of the chart are listed the letters that identify each control drill paragraph given in the particular typing text that we are using. (The information at the top of the chart may be altered to suit a similar type of drill under a different name, depending upon the text used.)

When a student has written without error, in the time given, the paragraph that gives special practice on the letter *a*, he is permitted in the next timing period to go on to the paragraph that emphasizes the letter *b*. For each paragraph written perfectly, a section is added to the bar graph that follows the student's name on the chart.

Paragraph timings are held three times a week in class, and there is no restriction as to the number of times a student may

practice a particular paragraph. In order to prevent "grade-minded" students from handing in previously prepared material, the paper given to them is dated. Usually one sheet of paper can be used for three timed paragraphs.

The paragraphs average 300 strokes in length. The first three timings are for 3 minutes—which means a student must write at least 20 words a minute to complete the paragraph accurately in the time given.

For the next three to five paragraphs (depending upon the progress of the class as a whole), the students are given 2½ minutes—averaging about 25 words a minute for a completed perfect paper.

The next group is timed at 2 minutes—requiring a speed of 30 words a minute for completion.

Because this material is used for beginning students, who have had approximately twelve weeks of typing at the time the chart is begun, I seldom set the time limit shorter than 1½ minutes. By shortening the time limit, however, the device can be used effectively for more advanced classes.

Nothing is said to the students about the speed at which they must write to complete the paragraphs; and, unless they ask, they are not told the length of each timing period. The emphasis is placed on writing the paragraphs accurately, as only perfect papers are recorded on the chart.

To stimulate class interest, a separate chart is also kept for the composite class record. When two-thirds of the students in one section of typewriting write perfect paragraphs in one day, the section receives recognition on a chart on which are listed the hours at which the classes meet.

The plan creates so much interest on the part of the typewriting students that visitors from other departments often come to the commercial building to watch the progress made as indicated on the chart.—Audrey V. Dempsey, Sterling (Colorado) High School.

## Motivating Typewriting Classes

HERE are some tested ideas that college students of typewriting have devised and used under my direction.

## GOLF MATCH

The instructor should list the members of the class on the board.

Instead of counting strokes as in golf, errors are counted on a series of tests, or "holes" played. The person with the least number of "strokes," or errors, is the best golfer.

The first hole of this course is an easy one, short and with few hazards. Relax, get a good stance, and type the following sentence for 1 minute.

It is the duty of a man to do me a turn and if he can he is to do so.

List the number of errors after each person's name.

Now, we shall tee off on the second hole. It is longer and it has some sand traps. On this hole, type the following sentence for 2 minutes:

Juxtaposition of ruby and emerald quickly crazed the extravagant wife.

Again, list the errors. At the end of each "hole," papers are exchanged and errors are circled. Who holds low score?

The third hole is a difficult one—with trees and water hazards. This time, type the figures from 1 on, spacing after each figure; for example, 1 2 3 4 5, etc. The time is 1 minute. Heads up in this golf game! Exchange papers and record the score on the board.

The fourth hole is a "tough" one. It is a "dog's leg" and it has very deep rough. For this hole, the instructor should select some difficult material from the textbook—an exercise, for example, with which the students have had trouble. Time limit—2 minutes for the test. Check papers and record. Who is the "Bobby Jones" of the class?

The golf match stresses accuracy, and students enjoy the competition. Be sure to speak in golf terms and watch typing technique. A good golfer always shows good form; a good typist, too, shows good form.

## CROSS-COUNTRY RUN

Divide the class into several teams, with not more than three students to a team. Give each team a name; for example, the

name of the local school and the names of other schools. Give a series of 2-minute tests. Add the total number of net words typed by the members of each team and divide by the number of "runners" in the team to find the average. This will give the standing at the end of the first mile.

Repeat the test twice, each time adding the average to the previous score. The team having the greatest number of words at the end of the third test wins the cross-country run.

## A RACE BETWEEN BUS LINES

This stunt is for both speed and accuracy. Divide the class into two teams, the Greyhound Bus Line and the Great Eastern Bus Line. Both are transcontinental bus lines. The starting place is Salt Lake City, Utah, and the goal is Indianapolis, Indiana, which is 1,560 miles from Salt Lake City.

Each team tries to type 1,560 strokes before the other team. If one error is made, 75 strokes will be taken from the total number of strokes; if two errors are made, 150 strokes will be subtracted. No more than two errors are allowed.

The time will be divided into a series of 1-minute tests.

## THE TORTOISE AND THE HARE

The class is divided into two teams, the Tortoises and the Hares. The teams are to run a 45-yard race.

The hares are to write for speed only. Students who write 55 to 60 gain 5 yards, those who write 50 to 55 gain 3 yards, and those who write 45 to 50 gain 1 yard.

The tortoises write for accuracy. Students who write with no errors gain 5 yards, those who write with one error gain 3 yards, and those who write with two errors gain 1 yard.

A 3-minute speed test is then taken and the speed and errors are figured as usual. This stunt should then be reversed so that the players on both sides will have an opportunity to type for both speed and accuracy.

—*Irma Ehrenhardt, Indiana State Teachers College, Terre Haute, Indiana*

## In Other Magazines

### R EASONS FOR FEDERAL AID, *The Texas Outlook*, January, 1939.

"The Advisory Committee on Education appointed by the President of the United States has said that federal aid to the states for public education is necessary and desirable. Some of the reasons are:

"Schools and Democracy: Schools and the means of public education are indispensable to a democratic government. Citizens of the states are none the less citizens of the nation. The public school is the only agency that can or will furnish adequate educational opportunity to all the children of all the people. The nation has a vital interest in the reduction and elimination of crime, the improvement of health and the lengthening of life, the reduction of poverty, unemployment and relief, and the improvement of the general and cultural welfare of all inhabitants of the nation. But none of these objectives is obtainable without public schools.

"Mobility of Population: Nearly one-fourth of the native-born people of the United States do not now live in the state of their birth. Poor schools in any state, therefore, affect all the states.

"Differences in Opportunity: The most appalling differences in educational opportunity exist among the states. Annual expenditures for the schools range from an average of \$19 per pupil in one state to \$124 in another.

"Differences in Ability and Effort: The richest state is able to raise at least six times as much revenue per capita by taxation as the poorest state, but has less than half as many school children in proportion to adults. The poor states pay the highest taxes but have the least funds for schools.

"Federal vs. State Taxes: Recent developments in corporate ownership and control of industry and finance, and the national character of wealth, income, and business have made it impossible for states to tax the greatest potential sources of revenue. Only the federal government can tax wealth and income where they are and spend the money where the children live."

### S TUDENT GOVERNMENT AT LEBANON HIGH SCHOOL FUNCTIONS, Gene H. Sloan, Superintendent of Schools, Lebanon. *The Tennessee Teacher*, January, 1939.

This article describes the organization and operation of student government in a high school of more than five hundred students.

The administration board is composed of five members: President, vice-president, secretary, treasurer, traffic manager, and prosecuting attorney.

Each class elects representatives to the honor board, the senate, and the house of representatives.

"The law-making branch takes care of all school legislation.

"The honor board conducts all student trials without the presence of any member of the faculty.

"The president presides at all school programs. He arranges all chapel programs and class meetings and has general supervision over club activities.

"The traffic manager appoints and supervises a monitorial staff."

The plan has operated so successfully that 90 per cent of the school's discipline problems have been handled through the student government to the satisfaction of students and faculty.

### S AY IT WITH COMMON SENSE, Ione Swan, Principal, Woodlawn School. *Los Angeles School Journal*, February 27, 1939.

"We are going to use common sense in discussing a philosophy of education. A philosophy is a set of principles, underlying a science or a branch of learning. Let us assume that the end and aim of education is to produce a well-rounded adult who is capable of living a rich and useful life. From our point of view, then, in this ideal adult there are seven important factors or characteristics: Good physical health, emotional health, ability to get along with people, sense of values, ability to solve problems, mastery of certain skills, avenue of escape (hobbies and art).

### I MPPLICATIONS OF INDIVIDUAL DIFFERENCES, C. Currien Smith, New York State College for Teachers, Albany, New York. *The Bulletin of the Department of Secondary-School Principals*, February, 1939.

"Close examination of many of the administrative provisions for individual differences will reveal that they are designed more for the purpose of relieving teachers than for promoting the educational progress of youngsters. It is sometimes held that the problem of adapting instruction to individual differences arose when the new 50 per cent entered the high schools . . . The chances are, however, that it took the new 50 per cent to awaken us to the fact that the instruction was not adapted to anybody or anything except the advocates of formal discipline and college-entrance requirements . . . Most of us subscribe to the theory of the normal curve. We also subscribe to the hypothesis that no two things are exactly alike. Yet, the normal curve is just as much a picture of similarities as it is a picture of differences. If it were not for the fact that traits and characteristics are held in common, the normal curve would be an impossibility . . .

"To obtain similarity of actions, desires, and controls of conduct, broadly speaking, is the only valid excuse for the existence of schools. If this

objective is removed, the reason for public education is removed . . .

"Man seems to differ not so much in the kinds of traits and characteristics which he possesses, but in the degree to which he possesses them . . .

"Apparently the radio and cinema experts have discovered a content and a method, the implications of which the educator has been too intellectually blind to comprehend . . . We are trying to administer a bitter pill to a group of youngsters who are sick only because we have made them so. Once we have made them sick, we attempt to devise an administrative panacea which will make them well again, little realizing that nutritive food possessing the capacity of being digested is probably the only permanent remedy."

**T**OWARD UNDERSTANDING, Wayne Alvord, Fremont (Nebraska) High School. *The Social Studies*, February, 1939.

"I know what it is, but I can't say it.' Have any of your students ever pleaded such difficulties? . . . Did you ever wonder just why? . . . This situation seems to be a somewhat commonplace phenomenon of the classroom in the secondary school, at least. . . A little sober reflection convinces one that language is a pretty important implement in the cultivation of human relationships, even those of the classroom, known as teaching and learning. Talk, either oral or written, is the chief means by which we transmit our knowledge or receive it and voice our reactions to that knowledge. . . . Words—many words—are the chief stock in trade for anyone who would teach, learn, or discuss the complexities of human life as it has been and is being lived. . . . Words must be the means—words which must be interpreted by the listener or reader as the speaker or writer meant them to be, or there can be no meeting of the minds.

"There came to my desk a few years ago a newly published textbook in American history. This book had many things to recommend it, but especially noteworthy were the study helps provided for students' use. Conspicuous among these was the inclusion, for each chapter, of a list of 'Terms to Understand.' Note that these were not offered as 'Words to Be Defined,' or 'Define the Following,' or 'Look Up in the Dictionary.' Here the accent was on *understanding*.

"For me, the full implication of the use of that particular heading, 'Terms to Understand,' did not begin to be made clear until the following year, when this textbook was in actual classroom use. Rather irregularly, and it seems now, too carelessly, some attention was given to these lists of words and phrases. Quite soon it became apparent that some students profited from this investigation to a fuller extent than did others. Both curiosity and professional necessities prompted some probing to discover the reason for this.

"The search was brief. Some students simply went to the dictionary, copied out what they found

there, and memorized it. They did not gain much, if anything. Other students pondered the definitions, looked into words used by the dictionary in the definitions, looked for synonyms and antonyms and roots, went back to their reading matter and searched for the meaning of the sentence in which their 'term' was used. These profited in knowledge and understanding and in capacity to express themselves.

"Properly used, this close examination of words and phrases makes students more 'conscious' as they read and listen and more analytical of what they read and hear."

**P**RESIDENT HUTCHINS' ADDRESS TO THE TRUSTEES, *The University of Chicago Magazine*, February, 1939.

"Democracy assumes that men have reason and free will and that, through disciplining and informing those powers, the common good may be achieved . . . A democracy rests not on force but on reason. We can hope for neither education nor democracy unless we are prepared to concede that man has those qualities which both education and democracy presuppose."

**O**RAL EXPRESSION EMPHASIZED, *The Bulletin of the Department of Secondary-School Principals*, February, 1939.

In order that students may receive training in public speaking and make valuable contacts with their communities by giving short, purposeful talks to adult groups, the Santa Rosa (California) Junior High School program stresses oral expression in all classes, careful supervision in English classes of oral book reports, and talks on topics of interest. It also provides constant opportunity for students to appear before large groups by participation in assemblies. Student speakers have been instrumental in the voting of bonds for a junior high school costing \$600,000.

**F**UTURE TEACHERS OF AMERICA, *The Bulletin of the Department of Secondary-School Principals*, February, 1939.

Sponsored by the National Education Association, a plan grew out of the Horace Mann Centennial to form in each junior and Senior high school a Future Teachers Club, granting that there is sufficient interest and leadership. The purpose is to give girls and boys a chance to learn about opportunities for teaching and study the lives of great teachers.

**U**SES OF INCOME, Willard S. Elsbree, Teachers College, Columbia University, *National Education Association Research Bulletin*, January, 1939.

Leisure, itself a by-product of money, is absolutely essential to mental and physical vigor. The teacher must have time for reading and study, recreation and diversion, cultural interests, and travel . . . Teachers whose nerves are worn to a

fine edge by mental and physical exhaustion, by too much routine and too little diversion, cannot have the patience, the tolerance, and the infinite sympathy which are essential to successful work with children.

**T**EACHING THE HIGH IQ's, Hazel Taylor, Philadelphia. *Social Education*, February, 1939.

"The first thing to know about a homogenous group is that it is not homogeneous. To be sure, there is less variation here than in an unclassified group, but, even so, there is a wide range of abilities, for which we must make allowance . . . Even in a school of over four thousand we have difficulty in finding enough really bright ones to complete a class. Therefore, we add those of mediocre ability who have enough character or ambition or whatever it takes besides a high IQ to do good work . . .

"The IQ ratings are not to be taken too seriously. There is possibility of error either in computing or in recording them. Another chance of error is that the age may be recorded inaccurately, which would make a difference of several points one way or the other. Low physical vitality may reduce a child's energy and therefore accomplishment, although the potential ability is still there. Lack of training at home in habits of industry may cause a child to do less than his best. Finally, we must remember that the mental test measures only a part of the child. Traits of character and personality have a definite effect on the sum total of the individual . . .

"In dealing with an advanced class, it is very easy to overload them with work because they can do it. We must remember that some of them are in other advanced classes or are taking the English honors course, and that, after all, they have only twenty-four hours a day, just the same as the rest of us. It is, of course, inevitable that they should have some more work than a slow or a normal class, but we do try to make the difference not so much one of quantity as one of quality . . .

"Their power of attention is such that they can withstand shocks that are ruinous to their less gifted comrades . . . Their sense of responsibility is more pronounced. When a talk is due, it is ready; when books are needed, they are there. They are always supplied with necessary tools; while in a slow class it requires time to see that David has a piece of paper, which he has forgotten for the tenth time, and that Sylvia has a pencil sharp enough to use. On a test day, every bright child is in his seat ready for the ordeal, with no excuses to offer in a desperate hope of reprieve. Of course, they can afford to face life squarely and unafraid, because they have the habit of success, and that does something to one's self-confidence . . .

"One of their delightful characteristics is a sense of humor. It differs definitely from that of slow youngsters . . . They enjoy humor with an intellectual flavor . . . The minutes of the secre-

tary had better not be dull . . . My present secretary writes the minutes; one day in verse; another, in a series of news flashes. One day, after a particularly heated discussion, it appeared as a report of a prize fight, round by round . . .

"I was disappointed in the ambitions expressed by this class, but they are children of the depression, and any job that offers a competence and a fair degree of security means much to them . . . Of one thing we can be reasonably sure, however, and that is that they will lead their associates. In order to do that worthily, they will need habits of industry and accuracy. They will need self-reliance and independence. They will need, above all, an ideal of service. They have been given much; then much should be required of them."

**S**AME IQ, DIFFERENT MARKS, Kermit Eby, Executive Secretary, Chicago Teachers Union. *The Clearing House*, February, 1939.

"I was curious to know why some high school boys and girls with approximately the same intelligence quotient as others received different marks, so I investigated the case of two girls with nearly the same IQ. The one, I found, was the only daughter of a college professor who had taken her on several trips to Europe and had brought her in contact with books and cultured conversationalists. Her home work was prepared in a quiet room, free from interruption and interference. The other girl was one of seven children who lived with their parents in a few small rooms. When she tried to do her home work, she found it next to impossible to study because of crying brothers and sisters and a blaring radio."

**L**ETTERS OF COMMENDATION, H. O. Burgess, Principal, Murphy Junior High School, Atlanta, Georgia. *The Clearing House*, February, 1939.

The following paragraph, adapted from a letter by Evan E. Evans, superintendent of schools, Winfield, Kansas, is incorporated in the manual given to teachers in the J. C. Murphy Junior High School at the opening of the school term:

"If I were a teacher, I would find, at least once every two weeks, some individual in my classes who had performed some duty in a particularly noteworthy fashion . . . Having selected the individual, I would write the principal a note commending the boy for this fine progress.

"Then, if I were the principal, I would write the parents of this boy a note, saying that Miss So-and-So, his class teacher, had thought so well of the fine progress that he had been making that she had voluntarily placed on my desk a report commending him for this progress. I would tell the parents how happy I was to be able to forward to them such a fine commendation.

"Such a practice could have only one result. That is that the class teacher would be greater to the pupil and better thought of by the parents and the school would immediately be raised in the esteem of that family."

## Central Accounting of Extracurricular Funds

CHARLES J. JENSEN

**EDITOR'S NOTE**—This is the final installment discussing the handling of money coming to high school organizations through student activities. The first and second installments appeared in the March and April issues. In these articles, Mr. Jensen describes the system successfully used by the Columbia High School, Columbia, Pennsylvania, for the past six years and presents models of the various forms and books kept at that school.—R.H.S.

FIGURE 6 (page 794) is a statement taken after the football season showing the profit from the concession stand. The general treasurer, with the assistance of the faculty adviser of the different clubs, constructs the special cash journals.

There is nothing that will relieve the mind of a person who must handle the money of other people more than to be able to show exactly where every penny is located. In order to account for every penny of an organization, a sound system of records and a reliable record keeper are required. These factors are not recognized in many schools sponsoring clubs. Each club is a law unto itself in regard to how it shall handle the money of the club. Some club treasurers will manage club finances carefully; others will not.

Officers of banking houses have frequently expressed their dislike of the idea of every little club at the school having a separate account. There are a number of obvious reasons why banks dislike the individual system.

From the point of view of the school and the students, the following statements give real purpose to a sound system of central control of extracurricular funds.

The system, as described, emphasizes accurate and systematic recording of all financial transactions so that each club will know exactly how much money it has; and, with the continuous checking routine already described, it helps each treasurer to account for every penny of club money.

### *All Funds in One Account*

The high school can handle all school club funds through one account at a local bank, thus relieving the bank of many small, inactive, and irregularly operated accounts.

A well-regulated system protects those persons who are in charge of school-club money from embarrassing situations that may reflect upon them because of suspicious or troublesome persons. The books of the Central Finance System, and those of each club, are in good order, thoroughly understandable, and open to public investigation.

Any attempt on the part of a student to misappropriate club funds is definitely discouraged, because each treasurer knows that his books must agree with the Central Finance System. Furthermore, all club receipts must be acknowledged by the issuance of a receipt, and a check will not be given to a treasurer without the signatures of the club adviser and the principal.

The training in the handling of money that each club treasurer and central-organi-

♦ **About Charles J. Jensen:** Head of commercial department, Chester (Pennsylvania) High School. Degrees from Rider College, Trenton, New Jersey. Has published other articles in this magazine. Puts into practice his belief that townspeople should be kept informed of school activities. Has installed several accounting and office systems. Hobby: "Writing, woodworking, and running my son's electric train."

zation officer derives from keeping records under conditions that are rigid in form and accuracy, yet simple to operate, is extremely beneficial.

FIGURE 6  
FINANCIAL REPORT  
September 10 to November 13, 1937  
STATEMENT OF INCOME AND EXPENSES

Income from sales		
Net sales .....	970.27	
Cost of sales:		
Franks .....	\$ 81.15	
Doggie Rolls .....	40.48	
Candy .....	158.60	
Miscellaneous .....	10.90	
Tobacco .....	57.38	
Peanuts .....	116.76	
Ice cream .....	41.00	
Milk & Green Spot .....	79.40	
Soft drinks .....	25.20	
Coffee .....	6.28	
Potato chips .....	12.40	
Total purchases .....	629.55	
Less returns and allowances .....	1.20	
Net purchases .....	628.35	
Less merchandise on hand .....	6.54	
Cost of goods sold .....	621.81	
Gross profit on sales .....	348.46	
Operating expenses:		
Laundry .....	10.50	
Miscellaneous expenses .....	15.00	
Total expenses .....	25.50	
Net operating profit .....	322.96	
Other incomes:		
Purchases discount .....	4.40	
Net profit .....	327.36	

STATEMENT OF ASSETS AND LIABILITIES

Assets:		
Cash (to be turned over to Senior Class) .....	318.56	
Merchandise on hand (to be sold at basketball games) .....	6.54	
Equipment (to be retained at concession stand) .....	12.26	
Total assets .....	337.36	
Liabilities:		
Beginning working capital (borrowed from Senior Class) .....	10.00	
Net profit .....	327.36	
Total liabilities and profit .....	337.36	

Business Education Digest Enters Third Year

TEACHERS of business subjects in high schools, private business schools, and colleges have available a handy source of reference of pocket size, typical of digests. This popular publication, now in its third year, is the *Business Education Digest*, an outgrowth of *Federation Notes*, which was published for a number of years by the National Commercial Teachers Federation.

The March issue of the *Digest* is Number 1 of Volume III. It contains digests of speeches and talks that were given at the annual convention of the National Commercial Teachers Federation in Chicago on December 27, 28, 29, and 30. Five issues are published in each calendar year, in March, May, October, November, and December. The May, October, and November issues contain digests of timely articles on business education or any other educational article that the editors think will be of interest to member readers. The December issue contains the official program of the annual convention.

New and different features will be added to the *Digest* as time and opportunity permit. Plans are in the making now for the inclusion of digests of worthy research projects that are made by graduate students. An entirely new and different column appears in the May issue—one that offers relaxation and fun for tired school teachers!

Miss Eleanor Skimin, of Northern High School, Detroit, Michigan, is editor of the *Digest*. The associate editors are D. D. Lessenberry, University of Pittsburgh; and William R. Foster, East High School, Rochester, New York. The advertising manager is C. W. Woodside, University of Pittsburgh. In addition, there are sixteen co-operating editors on the staff, representing various fields of business education and various sections of the United States.

D. R. E. G. MILLER, director of business education for the city of Pittsburgh, was elected president of the Tri-State Commercial Education Association at its spring convention held in Pittsburgh, April 14 and 15, a report of which will appear in the June B.E.W.

# Consumer Education Notes

RAY G. PRICE

*Assistant Professor of Commercial Education, University of Cincinnati*

WE are all consumers. And in this respect we vary mainly in the extent of our ignorance and inexpertness as buyers. More and more high schools are offering consumer instruction."

The above quotation is from the editor's note to "Some Basic Problems of Consumer Education," by J. H. Coleman, in *The Clearing House* for March, 1939.

Some of the basic problems are these:

"The inescapable implication is that the first law of intelligent consumership is to buy rationally. That goal is the first obligation of consumer education.

"In the second place, intelligent consumption requires consumers to comprehend the forces in modern economic society antagonistic to their best interests.

"A third essential of real consumer education revolves around the shaping of our wants. Today we leave that important function to blind chance and advertising.

"A fourth essential requires consumers to organize. It may be said without fear of contradiction that the individual consumer is helpless to effect changes in consumption in today's world."

## *Write Your Congressman at Least Twice a Year*

Some forty-four states now have fair-trade laws on their statute books. The recent Miller-Tydings federal enabling act, passed by Congress during the last session, makes possible the operation of the whole system.

Ingenious methods are being reported of the efforts of some dealers to sell to the consumer at a lower price. One large department store in New York City invented its own book club and rebated to "club" members 25 per cent on price-fixed books.

Others who want to beat the fixed fair-trade laws on nationally advertised brands have put their stores on the installment basis. Drug products, for instance, are advertised for a down payment which would be the same as the cut price would normally be. Customers are then to pay so much a week until the total "fair-trade price" is paid, but, of course, not too much effort is used to collect.

Suggestions are made that the drug price-cutters might try the trade-in allowance dodge, which is used to break the prices on radios, typewriters, and other high-priced goods whose prices have been fixed under the fair-trade laws. Save your old bottles, jars, and boxes—they may have a high trade-in value any day now!!

What does this mean to the consumer? The government regulates, and prices are lowered (railroads, electric power, etc.); the government again regulates and prices are raised (fair-trade law). It might pay the consumer to investigate some of this regulating to see if his own interests are being properly protected. Doesn't it seem peculiar that business has to do all this scheming to find ways and means of staying within the law in order to sell to the consumer at lower prices?

There is a strong movement on foot to repeal the Miller-Tydings Act.

## *Buy, Buy, Blues*

Buying on credit, borrowing money, and other important financial problems of the consumer are discussed in three very stimulating and understandable articles in *Consumer's Guide*.

"Selling Credit to Consumers," in the January 30 issue, discusses some of the merchandisers of consumer credit who do a

14-billion-dollar business a year, who they are, and how they sell to consumers who must purchase the use of money before they can spend it for goods.

### *New Work Book Off the Press*

G. E. Damon, of the Junior High School, Grand Rapids, Minnesota, has published a spiral-bound combined textbook and workbook on Consumer Education after a six years' experiment in the teaching of this subject in Grand Rapids.

### *6 Per Cent Equals 679 Per Cent! !*

"Buying on Time," the second article in the February 13 issue of *Consumer's Guide*, discusses the *cost* problems connected with installment purchasing. Two formulas, by which the consumer may compute interest rates on installment purchases, are suggested and clearly illustrated.

"The Governor's Committee in Massachusetts checked on '6 per cent' rates. In 105 cases in which '6 per cent' was quoted, here are what the rates actually came to:

"1 case came to 6 per cent.

"6 cases were actually between 7 and 10 per cent.

"61 cases amounted to between 11 and 20 per cent.

"19 cases were between 21 and 30 per cent.

"10 cases were really rates of between 31 and 100 per cent.

"8 cases were between 101 and 679 per cent. . . .

"How much does installment credit cost? This is where the consumer, beginning to investigate possible sources of credit, is likely to find himself in a jungle. Interest rates and discounts trip him up; carrying charges, investigation fees, and hidden markups beset his path; delinquency fees and repossession clauses waylay him."

### *Easy Payments vs. Trouble*

"Look Before You Sign" is the title of the February 27 article in *Consumer's Guide*.

The things which the consumer should look for in the installment contract are pointed out.

The position of the consumer in dealing with installment contracts is summed up by the following quotation:

"State laws on installment selling are almost entirely concerned with protecting sellers. . . . There has been a growing demand for legislation to protect the installment buyer. Unscrupulous practices penalize both consumers and honest dealers."

The following are some of the questions which were considered important for the consumer to ask himself and the dealer before signing on the dotted line:

"What will the credit actually cost me in money? What rate of interest is charged?

"Are all the dollars-and-cents figures in the contract correct? Are there any blank spaces to be filled in later?

"What are the insurance charges, if any? What insurance is actually provided?

"To whom will I owe the payments?

"What penalty charges may be imposed for late payment? Are there any other extra charges?

"Do I have a right to fair notice before the merchandise can be repossessed? What repossession charges may be collected?

"What security have I given? Does the security include other merchandise previously bought? Does it include a wage assignment?

"What legal safeguards and guarantees have I waived?

"Do terms in fine print commit me to additional obligations?

"Is there provision for fair refund on carrying charges if early payment is made?"

### *Who's Who*

Consumers need to have called to their attention the necessity for investigating some of the so-called consumer organizations.

"What is the ultimate purpose of the National Consumers Tax Commission, Inc.? If it is to save the housewife money through eradicating or reducing hidden taxes, why is it necessary for it to become incorporated?

"Is there more to it than meets the eye—or ear? . . . Is it a group trying

to discredit the present Administration? Is it a group of grocers fighting against grade labels on canned goods? Is it a group trying to lower the high standards of the Pure Food and Drug Act? Or might the munition makers be trying to divert the women while they put through Congress a tasty bill? If this commission is sponsored by business, by what phase of business?"

An answer to the inquiry appeared as follows:

"I cannot say what the ultimate purpose of this Consumers Tax Commission is. It doesn't seem to me that the plans it proposes would save the housewife money. I don't know why it is necessary for it to become incorporated to accomplish any such purpose. Certainly it represents a group that is antagonistic to

the present national administration. It seems also to be opposed to grade labeling of canned goods. There has been some talk that it is backed by the chain stores, but the chain stores deny this."

A list of authentic governmental and private consumer organizations was given, to which the correspondent might write in order to get more information.

#### *This'n That*

An appraisal of the work of the Institute for Consumer Education at Stephens College, and its possibilities, is reported by Beulah Amidon in the April issue of *Survey Graphic*.

The consumer-educator conference held at this college last month is described by Dr. Henry Harap on pages 718-722 of this issue.

## N.E.A. Department of Business Education News

**R**ESPONSIBILITIES of Business Education" is the theme for the national convention of the N.E.A. Department of Business Education, which will be held in San Francisco, July 3 to 7. Over one hundred leaders in business education from every part of the United States will take part in the program. Between thirty and forty different events of interest to business educators will be scheduled for this summer convention.

A general session on Monday afternoon, July 3, will officially open the convention. San Francisco and state officials will extend greetings. Dr. Walter Dexter, California superintendent of public instruction, and Dr. Ira W. Kibby, chief of the California Bureau of Business Education, will have messages for the group. Mr. B. Frank Kyker, acting chief of the Business Education Service in Washington, D. C., and another national leader will address the general assembly.

Tuesday, the Fourth of July, will be "Enjoy San Francisco Day." Pi Omega Pi, national honorary society in business education, will sponsor a breakfast for all visiting business educators. On Tuesday afternoon, there will be an informal recep-

tion from two to four in the spacious Drury Lane Lobby of the Hotel Whitcomb. An elaborate consumer-education exhibit will be on display in the mezzanine lobby of the hotel, and consumer-education motion pictures will be shown.

The annual luncheon of the Department of Business Education will be featured on Wednesday, July 5. Distinguished guests will be introduced and a national authority will speak. The luncheon will be held in the main banquet hall of the Mart Club, considered one of the most distinctive and beautiful dining spots of the many on the Pacific Coast.

Following this luncheon there will be four sectional meetings: consumer education, the bookkeeping curriculum, the merchandising curriculum, and the secretarial curriculum. These will be succeeded by one-hour round-table discussions. Several round-table groups will be scheduled concurrently, in order that sessions may be small and informal.

On Thursday, July 6, there will be special luncheons, given by various groups. In the afternoon from 1:30 to 3:00 there will be four interesting programs:

A national conference on distributive

occupations, co-sponsored by the U. S. Office of Education and the N.E.A. Department of Business Education.

A forum session on "Guidance in Business Education."

A general session on "Issues in Business Education."

"Information Please"—an ask-the-expert period. The audience will have the opportunity to ask questions pertaining to business education. The participants will have no chance to prepare any of the answers ahead of time. The panel of experts will be selected carefully from various parts of the country. This promises to be an informative and entertaining program.

The grand finale of the convention will be the business education luxury cruise from San Francisco to Sacramento. The "S. S. Delta Queen" will leave Pier 3, San Francisco, at 6 p.m., Thursday afternoon, July 6.

Teachers who are planning to attend the national convention in San Francisco should make room reservations immediately for the nights of July 2, 3, 4, and 5. If you have not already done so, write directly to Joseph DeBrum, Box 788, Redwood City, California. Although at this time hotel rooms are nearly all reserved, every effort will be made to find satisfactory accommodations for you. Rates will be much more reasonable for parties of two, four, or six. When writing, state specifically what you wish.

Dr. Vernal Carmichael, national membership director, reports that on March 18 the total membership had reached 4,060. California is leading, with a membership of 643. The other members of the first big ten are: New Jersey, 352; Illinois, 288; New York, 268; Michigan, 263; Indiana, 212; Ohio, 171; Pennsylvania, 171; Massachusetts, 165; and Missouri, 109.

Dr. Jessie Graham reports that the *Quarterly* dealing with "Personality of Potential Business Workers" is off the press. Issue editor of this number is V. E. Breidenbaugh, principal of Mooseheart (Illinois) High School. Dr. Graham is jubilant over the manuscripts received from Mr. Breidenbaugh for this issue. We can look forward to an important contribution to the literature of business education.

"What's New in Business Education" promises to be one of the most interesting *Quarterlies* yet published by the Department. This issue will be No. 4 of this year's series, and will be under the editorship of Professor Hamden L. Forkner of Columbia University. This final number will be off the press this month.

Professor Ray G. Price, of the University of Cincinnati, has accepted appointment as chairman of the American Business Education Week Committee. This committee will work with the national American Education Week group to develop business-education publicity materials for distribution to the nation's schools. The National Education Association will assist with our work by distributing the prepared visual materials to the educational institutions throughout the country.

Members of Chairman Price's committee will be announced in a later bulletin. This committee will perform a highly valuable service to all engaged in business education.

The Department of Business Education of the National Education Association was a participating guest on the "Our American Schools" program on consumer education, broadcast in January by the National Broadcasting Company over a coast-to-coast hook-up.

"Mrs. Bisbee," a member of the Board of Education of mythical Wayne Center, learned about such things as inner tubes, canned tomatoes, silk stockings, bath towels, and dress materials.

Dr. Herbert A. Tonne, of New York University, spoke on "Consumer Education Today."

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THE seventh annual summer conference of the Stanford University School of Education will be held from July 7 to 9, immediately following the meetings of the National Education Association in San Francisco.

"Educational Frontiers" is to be the central theme for discussion at this year's conference.

For detailed information on the program, fees, and accommodations, write to the Stanford Education Conference, Stanford University, California.

# Motion Pictures FOR BUSINESS EDUCATION

■ LAWRENCE VAN HORN

THE editor of this department is always glad to receive communications from B.E.W. readers, whether they live in the United States or in some other country.

Two letters have been received from Mr. G. de Zilwa, Directeur, Instituut Schoevers, Stadhoudersplein 28, 's-Gravenhage, Holland. We quote from his letter of December 22, 1938: "From the December number of *BUSINESS EDUCATION WORLD* we note that you mention certain propaganda films made and used in the States. . . . We are interested essentially in films showing the world's activities so that young people can, through means of the film, get a good idea of how things are done in the various branches of business and industry."

Although it has not been specifically stated in this department in the past, many of the film distributors lend free, rent, or sell films to other countries. Should our readers be interested in certain films, it is suggested that they write directly to the distributor about international distribution.

DR. W. R. BLACKLER, of the Bureau of Business Education of the California State Department of Education, has prepared a bulletin listing motion pictures for use by teachers of workers in distributive occupations. The bulletin consists of 32 mimeographed pages, 8½ by 11, with attractive art-paper cover, and will be found most helpful by teachers of George-Deen classes.

This bulletin is indicative of the rapid progress that is being made in the development of distributive-education courses in the State of California under the direction of Dr. Ira W. Kirby, state supervisor of dis-

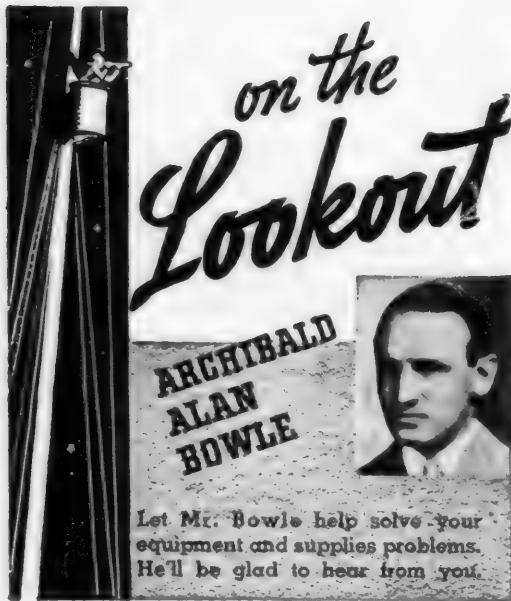
tributive occupations and also chief of the State Bureau of Business Education.

TENNESSEE VALLEY AUTHORITY, Information Office, Knoxville, Tennessee. Exhibitor pays express charges, and must forward the film to next indicated destination in good condition and promptly. Some other films are available for classes in geography.

*Motion Study Applied to Letter Indexing.* 1 reel, 16mm. and 35mm., sound, voiced by Milton Cross, running time 12 minutes, free loan. Traces the evolution of indexing in the central files of the Tennessee Valley Authority. Begins with the use of 3- by 5-inch cards for this purpose and shows consecutive revisions in forms and methods, which have increased the output of indexing typists by 803 per cent. The results of work simplification are graphically shown.

UNITED STATES FILM SERVICE, Division of the National Emergency Council, Commercial Building, 14th and G Sts., N. W., Washington, D. C. A new thirty-one-page mimeographed directory of U. S. Government Films, prepared and issued February, 1939. Contains a complete list of the various departments of the National government and the necessary facts about the films they distribute. Copies sent free of charge on request. One of the newest films distributed directly by the United States Film Service is listed below.

*Good Neighbors.* 16mm. and 35mm., sound, 2 reels, free loan, running time not given. Produced by the United States Maritime Commission. Depicts the launching of the "Good Neighbor Fleet," which marked the inauguration of east-coast service to South America. The voyage of the S. S. Brazil is shown, with scenes in various ports of call.



**44** The Eraser Company has for you an eraser that refills like a mechanical pencil. There is a type of refill to fill the special needs of stenographers, book-keepers, etc. At one end of the eraser holder is a rubber tip for erasing carbons—another interesting feature of this "cleaner and faster" eraser.

**45** The New York World's Fair business-equipment center was all ready for display installation early in the year. The stationery and office-equipment industry exhibits can be seen in the Business Systems and Insurance Building, while other features of the industry will be shown in the Electrical Products Building.

Large murals enhance the colorful ornamentation of the walls. Landscape work brought a crabapple orchard, a rose garden, and other planting to the court as early as last spring, and by the time this is printed, the show will be on!

A. A. Bowle May, 1939  
The Business Education World  
270 Madison Avenue, New York, N. Y.  
Please send me, without obligation, further  
information about the products circled below  
44, 45, 46, 47, 48

Name .....  
Address .....

800

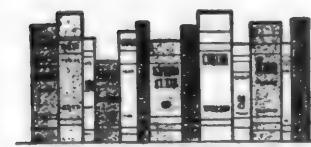
**46** The Telolite is an ingenious pad and pencil that is most practical for unlighted desks or telephone tables. Removing the pencil from the pad lights the bulb, which is operated by a standard, easily replaceable battery. The unit is of Bakelite in black or brown.

**47** A bookkeeping machine built from standard-weight parts throughout, for long life and low upkeep cost, is now offered to schools at a reasonable price. Machine 30212 (13E), made by the National Cash Register Company, retains all the necessary standard automatic bookkeeping features, including direct add and subtract; standard 81-key type adding-machine keyboard, etc. This is the first machine of this type to crash the thousand-dollar price.

**48** A combination letter file and safety-personal compartment is offered by the Efficiency Equipment Company, in which to keep important papers, correspondence, and orders at your finger tips.



It is sturdily built of heavy-gauge steel, has four swivel casters, chrome-plated handles at each end, is 30 inches high, and comes in letter or legal size, finished in olive green, mahogany, or walnut. The compartments have separate locks and keys.



# Your Professional Reading

JESSIE GRAHAM, Ph.D.

Let Dr. Graham's authoritative reviews guide your professional reading. She is constantly on the lookout for new books, articles, and tests on business education.



## American School and University

*Eleventh Annual Edition.* American School Publishing Co., 1939, 609 pp. Price not listed.

Two chapters on business education appear in this yearbook devoted to the design, construction, equipment, utilization, and maintenance of educational buildings and grounds. The first is by J. N. Given, supervisor of commercial education, Los Angeles, and the second by Dr. H. A. Tonne, associate professor of education, New York University.

Mr. Given writes of the organization of a high school commercial department. He calls attention to the difficulties encountered in planning a functioning business-education program and makes definite proposals for business education. He recommends local job surveys, definite guidance programs, and curricula fitted to the needs of individual boys and girls.

Dr. Tonne makes recommendations for the selection of equipment for business-education classes. His article is illustrated with nine floor plans and four photographs. He makes definite suggestions for equipment for the various subject fields in business education.

The bibliography reveals how many good articles on business education are available in this publication. It is hoped that these practical articles will not be lost to business educators because of their inclusion in a book on school equipment.

## Objectives and Problems of Vocational Education

Edited by Edwin A. Lee, Columbia University and National Occupational Conference

MAY, 1939

ence. Second edition, McGraw-Hill Book Company, Inc., New York, 1938, 476 pp., \$3.50.

Ten years ago a chapter on commercial education was included in the first edition of this book. In this edition, Professor Nichols points out present trends. A comparison of the two chapters is interesting.

Professor Nichols finds much to condemn, little to approve, in business education. In fact, we feel at times that he is exercising the quality claimed by good speakers who electrify their audiences by exaggeration.

He tries to startle us out of our lethargy by statements such as this (p. 458): "Another defect of our teacher-training programs is that no business experience is required." (In 1933, the reviewer found that 27.52 per cent of 69 teacher-training institutions require actual business experience for graduation; 18.65 per cent of these institutions require business experience because it is necessary for special state certification to teach business subjects.) We accept the "no" above as meaning less than a majority.

Similarly, "it also is noteworthy that federal aid has been available for part-time (cooperative) business courses in high schools according to an unrescinded ruling made by the Federal Board for Vocational Education twenty years ago, but that no high school has sought and obtained financial aid under this ruling." (We know off-hand that El Paso, Texas, for one, is an exception to this statement.) "No" here means "in the majority of cases."

Professor Nichols has done a real service for business education by pointing out, year after year, weaknesses in our programs and flaws in our thinking. We read his statement of trends with respect.

The chapter is well arranged under definite section headings. Mr. Nichols points out that there are no definite promotional patterns in offices, that there is a trend toward piece-work pay in office work, that business education is being up-graded, and makes many more significant statements, bringing home to us, in every instance, the changes needed in business education.

Our salesmanship and clerical-practice programs come in for their share of castigation, also.

Within the short space of one chapter, Professor Nichols has listed the present trends of business education and pointed out their implications for all of us. Not only this chapter but also the general material on vocational education is well worth reading.

## Consumer Education

*A News Letter.* Published monthly (except summer) by Institute for Consumer

Education, Stephens College, Columbia, Missouri. Free to educators; 25 cents a year to all others.

This six-page news letter is a live publication. A surprisingly large amount of new and usable consumer information is assembled here. The loose inner sheet, intended for classroom use, is sold for 1 cent a copy, with reductions for quantity purchases. No teacher of consumer-education courses can afford to be without this news letter.

### *Talking It Through*

*A Manual for Discussion Groups.* By the Committee on Planning, Department of Secondary School Principals, National Education Association, Washington, D. C., 1938 (paper bound), 70 pp., 15 cents.

The "conference technique" has evidently come to stay. "Talking it through" brings us nearer to the answer to baffling problems than solitary thought, no matter how concentrated.

Discussion groups, or adventures in co-operative thinking, are becoming increasingly popular in industry. The conference technique is the one used most widely in conducting classes under George-Deen programs. We are told that it is the most appropriate technique for adult education in areas in which attitudes and judgments are involved. Adults who resent being "called upon" will take part in a discussion which accomplishes the same result.

The compilers of this book feel that the new movement in co-operative education—participated in by community members and educators—promises to become an outstanding stabilizing force in our society.

Educational policies and programs have been used as the basis for the presentation of discussion techniques given in this book. The principles may easily be applied to other fields.

Instructions for preparation for the discussion, a description of the duties of the leader, and verbatim reports of "model" discussions are given here.

The issues involved in recent educational publications are listed as appropriate topics for group discussion. A bibliography accompanies each chapter.

As it is probable that this democratic technique will be used more and more in the consideration of our problems, it is well for us to know the duties of the leader and of the participants. This complete, inexpensive publication is recommended.

### *Problems in Public School Supervision*

By Alonzo F. Myers (New York University) and Louis M. Kifer (New Jersey State Teachers College at Paterson),

Prentice-Hall, Inc., New York, 1939, 211 pp., \$2.

In the editor's introduction, Dr. George Payne points out that supervision is the most difficult and complex function of education. The supervisor's essential function is creative work—plans for the improvement of the education program. Too often, however, the supervisor is sandwiched between the administrator and the teacher, having to adjust to both and to take over the functions of both. He is badly in need of help so that he may successfully juggle his three functions.

This book is designed for classroom teachers as well as for supervisors and administrators. The problems presented were taken from actual school situations affecting teachers, supervisors, and administrators.

The forty problems are grouped into seventeen classifications. In each instance, the problem is presented, the story told, questions asked, and references given. Solutions are to be found in the references and not in the text.

For example, this question is asked, "What should the chairman of a high school department do when he realizes that his departmental meetings are uninteresting and unprofitable to the members of his department?" The departmental meetings of a high school commercial department are described, and seven questions are asked—for example: "What can be done to make the teachers feel that the meetings help them?" Then follow twenty-three references for study.

This book is a study guide for educators interested in problems of supervision.

### *Safe Conduct*

*When to Behave and Why*, by Margaret Fishback; Harcourt, Brace and Company, New York, 1938, 235 pp., \$2.

"... So beyond a few simple rules of conduct, which are aids to ease rather than troublesome five-finger exercises, use the head and the heart, and let the boiled shirts fall where they may." This is a sample of the style in which this sensible and attractive book is written.

There is so much good advice that it is a temptation to quote all of it. For example, how comforting is this sentence to the worried, self-conscious youngster, "Don't ever let an unimportant social slip get you down. Remember, you're not original; millions have made the same ones before and survived."

The chapter on etiquette in the office is very brief. It covers "the office chatterbox," unnecessary interruptions, and mutual respect between superiors and subordinates.

While young people will enjoy this book, it should not be ordered for the school library until it has been read by someone familiar with local standards of good taste in English usage.



## **Editorial Correspondence; Subject, Magic** FROM AN EDITOR TO A TEACHER:

In checking the papers you sent for the last project—I forgot whether it was letter writing or business personality—I was impressed by the absence of serious errors in punctuation. Dependable punctuators are rare enough to make me wonder whether your school may be the last stand of a noble but vanishing species—a Government Punctuator Preserve, perhaps.

Before I come right out and suggest that you write an article telling us how you perform this miracle, I want to ask whether it is a miracle. If you achieve it by sheer drill, I must simply say, "May your tribe increase," but that won't help other teachers. If you achieve it by pointing out the errors before the papers are recopied to send us, as some teachers do, that won't help other teachers, either.

But if you have found some way to teach punctuation—to convince your students that they should punctuate correctly and then to train them how to do it—you must have in your experience the makings of an article that we'd like to publish. Probably there won't be room this spring, but you may be sure there will be room for it sometime if there is such an article to be written.

I should guess that two out of three beginning stenographers, no matter what their training, know too little about the application of punctuation rules to produce mailable letters for a dictator who does know. (Probably the trend toward open punctuation is the result of this puzzlement of both boss and stenographer!)—D.M.J.

### **REPLY FROM THE TEACHER:**

Thanks for all the complimentary remarks about our project papers; they are a source of encouragement to us all.

I wish I might claim a miraculous or even an original method for teaching punctuation. Whatever little skill our pupils have in the use of punctuation marks is developed by "eternal vigilance" and constant practice. That is extremely old-fashioned, I know, but we have not become thoroughly imbued with the newer ideas of education, and we still drill, teach facts, and believe that spelling and punctuation are important.

Our English department does a pretty thorough job of teaching necessary punctuation, and I follow up in my shorthand and office-practice work by making the pupils apply this knowledge. By discussing punctuation *every* time we check transcripts (and that is nearly every day) and by counting as errors the omission of certain prescribed marks, I keep the advanced pupils punctuation-conscious. Of course, I have to do some prompting on the project papers. The pupils become so engrossed in the thoughts they are trying to express that they sometimes neglect the punctuation.

That really is all there is to it. I am sorry I have to miss such a splendid chance to break into print, but I am not a performer of miracles.—*Lillian M. Kieke, Head, Commercial Department, High School, Albuquerque, New Mexico.*

### **FINAL EDITORIAL COMMENT:**

We had hoped that the millennium had arrived and that we should be able to tell teachers, "All you have to do to make excellent punctuators of your students is this."

That dream has gone glimmering, but if drill is what Miss Kieke uses, drill is what we recommend.

What a disappointment, though, to find that it's done by hard work instead of magic!

## **Wanted: More on Consumer Education**

### **DEAR MR. PRICE:**

Believe me when I say that your "Consumer Education Notes" section in the B.E.W. is one of the most valuable features of this magazine. I hope that you will continue to edit this section. Won't you urge the editor to run four pages of your interestingly written comments on consumer education?

In your sub-topic, "This 'n That," you ask to hear from every school that is attempting some form of consumer education. I am therefore taking the liberty of sending you an item or two from a consumer unit from one of our freshman core-courses. We hope eventually to develop in our school (2,000 students) a consumer program with offering of some kind or other in every year of the high school period.—*Joseph DeBrum, Sequoia High School, Redwood City, California; President, N.E.A. Department of Business Education.*

## **Have You Tried Verti-Scale?**

### **TO THE EDITOR:**

Enclosed is a money order for \$2 to cover a year's subscription to the *BUSINESS EDUCATION WORLD*. I would appreciate it if you would start the subscription with the March issue.

Several weeks ago I sent for a sample copy, which arrived a week or so ago. In that week or so I have saved the price of a year's subscrip-

tion to the magazine just through the use of the Verti-Scale illustrated on page 499 of the February, 1939, issue.—*Helene E. Mouser, Portland, Oregon..*

### *A Shorthand Upside-Down Test*

To THE EDITOR:

This past week has been the most enjoyable and profitable I have had in the teaching of shorthand for seven years. I gave a long test and had a lot of papers to correct, but contrary to the rule, it was not drudgery at all.

If you want to see students literally "eat up" a test, try this one. The reaction of my pupils was so enthusiastic that they asked for more like it. [See pages 748-749. *Editor.*]

The test, to all appearances, is a plain, everyday, brief-forms test. The pupils started transcribing it and were asked to write only in the column to the right of the shorthand outlines. They were given a limited time in which to write. Then, when time was called, the seemingly innocent test assumed surprising proportions, for they were asked to turn their papers around and transcribe them from the upside-down outlines. Naturally, I had selected only those brief forms that could be turned over.

Bedlam broke loose for a bit, for the pupils couldn't understand that now, out of brief forms bottom-side up, they were expected to get other brief forms, phrases, and words—all within their vocabulary and most of them common. One pupil, without thinking, said aloud, "I got one," and from then on they were absorbed in what was to them the most puzzling test they had ever taken.

And what about the teacher? I got the surprise of my life. In making up the test, I turned the front inside-cover of my manual upside down and read all I could make into words; I managed to get over 100. But the pupils found many more.

This test was given in Shorthand I as a brief-form review. You see, to me at times shorthand gets to be a "dictate, write, read, and transcribe" routine, and therefore I am on the lookout for items to vary the routine. It worked so well in Shorthand I that I had the practice teacher under my direction dictate it rapidly in Shorthand II; then from their own notes the pupils were asked to transcribe upside down.

I have had so much enjoyment with this test that I pass it on to you for comment.—*Lawrence E. Bretsch, High School, Palmyra, New Jersey.*

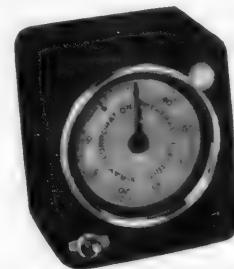
### *When The Order Is "Take a Letter"*

To THE EDITOR:

I am glad to learn that there are people who think like P. O. Selby (December, 1938, B.E.W.) and Howard A. Campion (April, 1939, B.E.W.) on the "vocational issue in business education." I had been wondering what an applicant for a position (trained according to new ideas) would do—besides smile—if a prospective employer should say during an interview, "Take a letter."—*Anne Phillips, Public Schools, Waterville, Ohio.*

## Don't Stand Watch Over Speed Tests!

Hundreds of schools and colleges are conducting classes more efficiently today with the aid of a G-E Interval Timer.



**\$8.25**

**ELECTRICAL TIMER.** Measures intervals up to forty minutes; rings a bell at expiration. As timer is turned off it automatically resets itself for the same interval. Telechron self-starting movement. Very accurate. 115-volt, 60-cycle alternating current.



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THE BUSINESS EDUCATION WORLD



# Shorthand Practice Material

THE GREGG WRITER

Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

## Automatic Telegraph Introduces New Era

From "Dots and Dashes" issued by Western Union

AN ILLUMINATING GLIMPSE into the future of the nation's communications is afforded by the world's<sup>20</sup> first public automatic telegraph, the latest of many rapid steps in Western Union's broad engineering<sup>40</sup> program which is speeding the technical progress of the industry and adding new conveniences to the<sup>60</sup> public in the use of the telegraph services.

This epoch-making advance in written record communications<sup>80</sup> provides the easiest method ever known for the transmission of a telegram. Even a child can<sup>100</sup> send a telegram in this way. Only two operations are required. First, to push a button to open the<sup>120</sup> message slot in the telegraph cabinet. Then, to drop the telegraph blank into the slot—just as one would drop<sup>140</sup> a letter in a mail box. Electricity does the rest; it wraps the message around a cylinder and flashes<sup>160</sup> it to the main office.

Installations of the automatic telegraph have been made for the<sup>180</sup> convenience of the public at locations where there have been no telegraph offices, and are calculated<sup>200</sup> to develop additional telegraph business by making it easier for people to use telegrams<sup>220</sup> for the conduct of their daily business and social correspondence.

The first installation was made on January<sup>240</sup> 30 at the Essex House, New York City, one of the few large hotels in which there was no Western<sup>260</sup> Union office. The first message was one of congratulations on his birthday to President Roosevelt, and was<sup>280</sup> sent by Oscar Wintrab, the managing director of the Essex House.

The second installation was in the<sup>300</sup> lobby of the office building at 315 Fourth Avenue, New York City, for the use of all<sup>320</sup> companies located at that address. Each tenant of the building was supplied with a key which would permit him<sup>340</sup> to use the automatic telegraph, and have the tolls

charged to him. The first message was sent by C. B. Warren,<sup>360</sup> president of the Warren-Norge Company, Inc., ordering 1,000 Norge refrigerators<sup>380</sup> from Howard E. Blood, president of the Norge Division, Borg Warner Company, Detroit.

Messages transmitted<sup>400</sup> from the automatic telegraph locations in New York City are received in the main operating rooms<sup>420</sup> of the Western Union Building in that city, and then transmitted to the distant cities.

The bulk of the<sup>440</sup> telegraph traffic from the Golden Gate International Exposition on Treasure Island will be transmitted<sup>460</sup> to the main office in San Francisco by the new machines, which will be located in the Western Union<sup>480</sup> exhibit and at various points throughout the Fair grounds.

The upper left-hand corner of the blank is cut off<sup>500</sup> diagonally so that the machine will accept a telegram only when it is correctly inserted face out.<sup>520</sup> Senders need only type their messages or write them in black ink or black pencil and drop them in the slot.

Complete<sup>540</sup> instructions are contained in small panels in the face of the cabinet, which are successively illuminated.<sup>560</sup> First, the sender of a telegram pushes a small button, which is held until a panel reading "Deposit<sup>580</sup> message" is lighted. The message is then dropped into the receiving slot, face out. Nothing further is required<sup>600</sup> of the sender.

Several sending machines may be connected with the same line. If one of them is busy, a<sup>620</sup> panel reading "line busy" is illuminated, and it is impossible to deposit a telegram<sup>640</sup> until the line is clear. Once the message is dropped into the machine, it is automatically wrapped around<sup>660</sup> a transmitting cylinder revolving before a photo cell, and transmitted to the main telegraph office.<sup>680</sup> The cylinder is visible through a glass window in the

tion to the magazine just through the use of the Verti-Scale illustrated on page 499 of the February, 1939, issue.—*Helene E. Mouser, Portland, Oregon.*

#### *A Shorthand Upside-Down Test*

To THE EDITOR:

This past week has been the most enjoyable and profitable I have had in the teaching of shorthand for seven years. I gave a long test and had a lot of papers to correct, but contrary to the rule, it was not drudgery at all.

If you want to see students literally "eat up" a test, try this one. The reaction of my pupils was so enthusiastic that they asked for more like it. [See pages 748-749. *Editor.*]

The test, to all appearances, is a plain, everyday, brief-forms test. The pupils started transcribing it and were asked to write only in the column to the right of the shorthand outlines. They were given a limited time in which to write. Then, when time was called, the seemingly innocent test assumed surprising proportions, for they were asked to turn their papers around and transcribe them from the upside-down outlines. Naturally, I had selected only those brief forms that could be turned over.

Bedlam broke loose for a bit, for the pupils couldn't understand that now, out of brief forms bottom-side up, they were expected to get other brief forms, phrases, and words—all within their vocabulary and most of them common. One pupil, without thinking, said aloud, "I got one," and from then on they were absorbed in what was to them the most puzzling test they had ever taken.

And what about the teacher? I got the surprise of my life. In making up the test, I turned the front inside-cover of my manual upside down and read all I could make into words; I managed to get over 100. But the pupils found many more.

This test was given in Shorthand I as a brief-form review. You see, to me at times shorthand gets to be a "dictate, write, read, and transcribe" routine, and therefore I am on the lookout for items to vary the routine. It worked so well in Shorthand I that I had the practice teacher under my direction dictate it rapidly in Shorthand II; then from their own notes the pupils were asked to transcribe upside down.

I have had so much enjoyment with this test that I pass it on to you for comment.—*Lawrence E. Bretsch, High School, Palmyra, New Jersey.*

#### *When The Order Is "Take a Letter"*

To THE EDITOR:

I am glad to learn that there are people who think like P. O. Selby (December, 1938, B.E.W.) and Howard A. Campion (April, 1939, B.E.W.) on the "vocational issue in business education." I had been wondering what an applicant for a position (trained according to new ideas) would do—besides smile—if a prospective employer should say during an interview, "Take a letter."—*Anne Phillips, Public Schools, Waterville, Ohio.*

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# Shorthand Practice Material

THE GREGG WRITER

Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

## Automatic Telegraph Introduces New Era

From "Dots and Dashes" issued by Western Union

AN ILLUMINATING GLIMPSE into the future of the nation's communications is afforded by the world's<sup>20</sup> first public automatic telegraph, the latest of many rapid steps in Western Union's broad engineering<sup>40</sup> program which is speeding the technical progress of the industry and adding new conveniences to the<sup>60</sup> public in the use of the telegraph services.

This epoch-making advance in written record communications<sup>80</sup> provides the easiest method ever known for the transmission of a telegram. Even a child can<sup>100</sup> send a telegram in this way. Only two operations are required. First, to push a button to open the<sup>120</sup> message slot in the telegraph cabinet. Then, to drop the telegraph blank into the slot—just as one would drop<sup>140</sup> a letter in a mail box. Electricity does the rest; it wraps the message around a cylinder and flashes<sup>160</sup> it to the main office.

Installations of the automatic telegraph have been made for the<sup>180</sup> convenience of the public at locations where there have been no telegraph offices, and are calculated<sup>200</sup> to develop additional telegraph business by making it easier for people to use telegrams<sup>220</sup> for the conduct of their daily business and social correspondence.

The first installation was made on January<sup>240</sup> 30 at the Essex House, New York City, one of the few large hotels in which there was no Western<sup>260</sup> Union office. The first message was one of congratulations on his birthday to President Roosevelt, and was<sup>280</sup> sent by Oscar Wintrab, the managing director of the Essex House.

The second installation was in the<sup>300</sup> lobby of the office building at 315 Fourth Avenue, New York City, for the use of all<sup>320</sup> companies located at that address. Each tenant of the building was supplied with a key which would permit him<sup>340</sup> to use the automatic telegraph, and have the tolls

charged to him. The first message was sent by C. B. Warren,<sup>360</sup> president of the Warren-Norge Company, Inc., ordering 1,000 Norge refrigerators<sup>380</sup> from Howard E. Blood, president of the Norge Division, Borg Warner Company, Detroit.

Messages transmitted<sup>400</sup> from the automatic telegraph locations in New York City are received in the main operating rooms<sup>420</sup> of the Western Union Building in that city, and then transmitted to the distant cities.

The bulk of the<sup>440</sup> telegraph traffic from the Golden Gate International Exposition on Treasure Island will be transmitted<sup>460</sup> to the main office in San Francisco by the new machines, which will be located in the Western Union<sup>480</sup> exhibit and at various points throughout the Fair grounds.

The upper left-hand corner of the blank is cut off<sup>500</sup> diagonally so that the machine will accept a telegram only when it is correctly inserted face out.<sup>520</sup> Senders need only type their messages or write them in black ink or black pencil and drop them in the slot.

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cabinet. Simultaneously a third panel<sup>100</sup> reading "Message being transmitted" is lit. When the telegram has been properly transmitted, another panel<sup>100</sup> says "Thank you," and the original telegram is automatically "peeled" from the transmitting cylinder<sup>100</sup> and deposited in a container at the bottom of the telegraph cabinet.

This type of telegraphy<sup>100</sup> is made possible by the patented carbon-bearing fibrous paper developed in the telegraph<sup>100</sup> laboratories by R. J. Wise. The apparatus transmits 14 square inches of matter in one minute. (800)

## A Beneficent Error

From "Chats" published by the P. H. Glatfelter Company, Paper Manufacturers, Spring Grove, Pennsylvania

Errors usually result in harm being done somewhere. Once in a while, however, a Corrigan comes along<sup>100</sup> to upset the apple cart and prove there are exceptions to the rule.

Through an error, blotting paper was born.<sup>100</sup>

A beater-room man simply forgot to put the sizing material in the beater. When the superintendent<sup>100</sup> wrote on the paper the ink was absorbed and spread like the Johnstown flood. He was thinking fast that day and said, Why<sup>100</sup> not make a special unsized paper to take up excess ink? So we now have blotters.

The fear of dripping dusting<sup>100</sup> powder all over the vest has therefore departed. We still have soup and gravy, otherwise a committee might<sup>100</sup> claim the error has given soft-boiled eggs a monopoly. (131)

## Graded Dictation

Based on the 5000 Most-Used Words

By CLARA HELICKSEN

### CHAPTER NINE

**UNIT 25.** He was slightly frightened, but he did not hesitate to operate the peculiar machine, perceiving that it would be ridiculous to make excuses or refuse to run it. Doubtless the delegates will decide unanimously to follow the procedure customary at past reunions and invite all their relatives and friends to the Gymnasium for the Christmas Assembly. Plans are already being okehed for an elaborate and novel occasion.

Memorandum to A. D. Andrews: Letter just received from the railroad states that the freight on your magazine cabinet is unpaid. Undoubtedly you have paid that by this time, but did you remit to Ray Knight to cover balance due on the refrigerator? Discount period is up on Friday. Arthur. P. S.: About the South's lot at Seabright: owner seems in desperate need of cash. A small amount should be sufficient to close the trade if you will take over the mortgage. It strikes me as a decidedly good buy.

**UNIT 26.** A manufacturer exercises great care in choosing his materials. The local board petitioned the city administration for permission to put an additional stationary engine in the Institute. Invitations to the Military Carnival had to be cancelled on account of the accident to the chief performers. It is absolutely essential that we receive confirmation of your bid today. Obviously, such an accomplished player could not have lost the title match except by sacrificing his chance to win the Silver Trophy permanently.

Dear Mrs. MacKay: I appreciate your cordial invitation to speak at the social meeting of your Association. Your enthusiasm and cordial attitude toward our contemplated competition renders my task easy to accomplish, and in my estimation indicates an enormous success for the Foundation's project in this territory.

Only the necessity of appearing before the Commission could cause my absence. I have made a notation of the date. Sincerely,

**UNIT 27.** Almost everybody I know has been abroad sometime, but I have not been heretofore. Did anybody see who left this two-pound box of candy here? Whoever it belongs to should have put it away, otherwise someone may eat it all. Anyhow I am putting it somewhere else. Hereafter I will keep the number within five hundred. However, wherever I go and whatever I do, someone suggests a change. Whenever everyone in the family is here for Thanksgiving, it takes two turkeys, a bushel of potatoes, and several gallons of cider.

Dear Henry: I have inquired everywhere in this city but nobody has any clue to the whereabouts of Eddie Young. Therefore, I will carry the search elsewhere. Have you heard anything meanwhile? John.

### CHAPTER TEN

**UNIT 28.** The instructor elected was an intelligent leader with a real grasp of the international controversy. Our interview was interrupted by the entrance of the instructor. You should not have destroyed the instructions for the use of those instruments. During the interval between trains, the royal visitors were entertained at the theater. The internal revenue collector would not allow the loss I had deducted for damages caused by the defective electrical wiring.

Gentlemen: Richard Davis has been selected by the director in control of distribution from the central office to introduce our specially constructed new tractor into this district. Protected by a contract giving him exclusive rights here and considering the extraordinarily attractive price of the machine, his campaign should be extremely effective.

He is actively interested in an electric shop in town which will contribute to, not interfere with our business. Webster acted on your recommendation, you see! Cordially yours.

UNIT 29. They anticipated no difficulty in overcoming grandfather's objection to supporting McChesney for superintendent of the School of Agriculture at Overlook Heights. He declined, however, declaring that he was not inclined to transfer a superior postmaster to a college supervisor's post. Through an oversight Circulation was not credited with the refund when the post office returned what they had overcharged for postage on our circulars; or the understanding may have been not to complete the transaction except under McFee's supervision.

Grandmother dear: I suspect you will think this postal much overdue. That would be understood easily if you could see by what kind of transportation it has to reach you from here! You would not have included such a spot in your travels. It is wild but too magnificent for any poor paragraphs of mine. I won't undertake anything but a translation from a better pen.

I feel utterly selfish enjoying all this beauty without you. Hastily, Your Sarah.

UNIT 30. Gentlemen: It should be thoroughly understood that no extra discount can be allowed on articles coming under any of the reduced rates. I agree with you that your plan is better than the others presented, but let us be sure that whatever is to be done will be done well. At any rate, I always advise having the purchasing department give us a report on all facts they have on hand before going to a great deal of expense. As a matter of fact, I have said over and over again that to proceed slowly at the beginning is in the end quicker than taking hastily considered action.

At the same time, we should, in my opinion, make a decision as soon as possible as to whether or not our own accounting department is to handle the records on the work under consideration, or if for the short time it is in progress, another setup is to be established. At all events, gentlemen, we should see one another Saturday. Sincerely yours,

## Sunnybanks' Canine Ghost

From "The Book of Sunnybank"

By ALBERT PAYSON TERHUNE

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(Only the thirty-seven outlines italicized are beyond the vocabulary of the first eight Chapters of the Manual.)

THIS STORY is to be believed by you or not, as you may prefer. If you'll read it, you will note that I don't go<sup>20</sup> on record as to my own belief or non-belief. In the hard-to-credit parts of it I cite the *testimony*<sup>20</sup> of other people; including that of a minister of the gospel and of a shrewd businessman.

These two<sup>20</sup> men did not know each other; never had heard of each other. Both of them were my friends, men whose truthfulness I would<sup>20</sup> gamble on. I had known them well for more than twenty years.

Nor would it have been at all possible for them to get<sup>20</sup> together to plan a stupid hoax. For as I have just told you, neither of them had heard of the other.

Also,<sup>20</sup> if you ask me if I believe in ghosts, my only honest answer must be:

"I don't know anything about the<sup>20</sup> subject. I have lived too long and seen too much to laugh as heartily as once I could at any strange thing I can't<sup>20</sup> explain. I have not made a study of *psychology* nor of *psychological* phenomena. I am not<sup>20</sup> greatly interested in such themes."

I have listened to numberless ghost stories, some of them told with an *aggressive*<sup>20</sup> defiance little short of *ferocity*—a fierce challenge to the listener to dare deny or *deride*<sup>20</sup>—others recounted in evident fear of being laughed at or of being set down as a liar or loose-gear<sup>20</sup> mentally. The topic seems to admit of no compromise, no middle ground of agreement.

In *England* I saw<sup>20</sup> a dreary farce-comedy with one redeeming flash of dialogue. The play was called "Thark." An elderly bore is<sup>20</sup> trying to convince his nephew that there are no such things as ghosts. He demands:

"Did you ever see a ghost?"

"Not yet,"<sup>20</sup> is the *reluctant* answer.

"Ever know anyone who had seen a ghost?"

"No, but everyone whom I know has<sup>20</sup> known someone who's seen a ghost."

And so to our story:

I have told this tale to three or four people. One of them nodded<sup>20</sup> approval and said:

"With a snappy climax it might work up into a good yarn. But your *imagination*<sup>20</sup> seems to have slumped halfway through it."

Of the others, one looked *polite*; a second said something vague about "fish stories."<sup>20</sup>

So I have scant encouragement to tell it again. However, I am going to take a chance. As I said, I<sup>20</sup> don't ask you to believe it and I am not on record as saying whether or not I believe it. I am merely<sup>20</sup> going to tell it to you in the form of a group of *disconnected* facts and let you draw your own *conclusions*<sup>20</sup> from them. I am not going to link up those facts into anything or air any theories. I have no<sup>20</sup> theories on them.

I cite nothing I may or may not have thought I experienced. But I affirm the truth of<sup>20</sup> the set of statements I am going to make.

*Fact number one*—We had a giant crossbreed dog here at Sunnybank.<sup>20</sup> His name was Rex.

He was *larger than* a collie; and he had short *fawn-colored* hair. He was the only short haired dog<sup>20</sup> at Sunnybank after the death of my daughter's bull-terrier, Paddy. Perhaps you read about Rex in the final<sup>20</sup> story of my book, "Lad: A Dog." In that I told of his death-battle with old Laddy in the snow-choked forests<sup>20</sup> behind Sunnybank.

Rex from earliest *puppyhood* was my slavishly devoted *worshiper*. Everywhere<sup>20</sup> I went he followed. If I changed from one chair to another, Rex would get up quietly and move over to

where<sup>100</sup> I sat; curling up on the floor close beside my chair and looking at me.

Almost never when I was in sight did<sup>100</sup> he take his eyes from my face.

He was not allowed in the dining room. So at meal times he took up his stand always<sup>100</sup> just outside the long French window behind my chair and peered in at me.

Bear those petty things in mind, won't you?—his habit<sup>100</sup> of curling up at my feet with his eyes fixed on me, and of standing outside the long window of the dining<sup>100</sup> room looking steadfastly in at me. They come strongly into the story again, both of them.

Also, when I was<sup>100</sup> not around, his favorite drowsing place was a patch of floor to the left of the door of my study. For years he<sup>100</sup> used to lie there. Remember that too, please.

Rex was killed.

That was in March of 1916.

**Fact number two<sup>100</sup>**—In the autumn of 1917, Henry A. Healy, a high official of the so-called Leather<sup>100</sup> Trust, spent the evening with us. We sat in front of the big fireplace in the living room warming ourselves at the blaze.<sup>100</sup>

This guest, by the way, was a level-headed man not given to queer fancies or to hallucinations. He had<sup>100</sup> been mildly amused in other years at Rex's devotion to me, and by the big crossbreed's freak ancestry (collie<sup>100</sup> and bull-terrier) and by his odd physique. He had seen Rex again and again.

As Healy and I were standing<sup>100</sup> in the hallway while he put on his ulster late in the evening, he said:

"I wish some *animal* cared as much<sup>100</sup> for me as Rex cares for you. I was watching him for half an hour tonight curled close beside your chair in front of the<sup>100</sup> hearth and staring so adoringly up into your face. He—"

"Good Lord, man!" I sputtered. "Rex has been dead for more than<sup>100</sup> a year. You know that."

He looked blankly at me for a moment, then as if in a daze he mumbled:

"Why—why, so he<sup>100</sup> has! I had clean forgotten! Just the same," he added, the blank look on his face deepening, "I saw him lying on<sup>100</sup> the floor beside you all this evening!"

**Fact number three**—In the summer of 1918 the Reverend<sup>100</sup> Appleton Grannis, who had been in college with me, came to spend a week at Sunnybank. He had been away from<sup>100</sup> this part of the country for a long time. It was his first visit to Sunnybank in several years. He had never<sup>100</sup> seen Rex. He had never heard of Rex. He did not know Healy. Indeed, to the best of my belief he knew none<sup>100</sup> of the guests who had been at Sunnybank in recent years.

He and I were sitting together in the dining room<sup>100</sup> one hot afternoon trying to counteract the outer heat by copious *internal applications* of ice<sup>100</sup>-cold beer.

I sat as usual with my back to the long window.

Grannis was facing me.

As we got up to leave<sup>100</sup> the room, he asked me:

"What is the name of the dog that has been standing out there on the veranda looking in at<sup>100</sup> you through the window?"

"Was it Lad?" I hazarded. "It may have been Bruce or Wolf or—"

"No," he corrected me impatiently.<sup>1100</sup> "It was not any of those. It was a dog I haven't seen here before. A great big short-haired dog—not long,<sup>1100</sup>coated like the rest of yours. He was not a collie. He had a fawn-colored coat; a coat as short as a bull,<sup>1100</sup>terrier's, and a crooked scar across his nose. He spent the best part of an hour just standing there and watching you. He's<sup>1100</sup> gone now. Which dog is he?"

"I—don't know," I answered with entire truthfulness.

**Fact number four**—I have told you that Rex's<sup>1200</sup> favorite resting place in my *absence* was a patch of hallway floor just to the left of the door of my study.<sup>1200</sup> To reach the doorway without stepping over him, one had to veer sharply to the right, making a detour of<sup>1200</sup> several feet from the direct line of march from hall to study.

Now here comes something perhaps of no significance<sup>1200</sup> but whose truth I can corroborate by fully a dozen people:

Bruce was a beautiful great dark brown-and-<sup>1200</sup>white collie of whom I have written elsewhere. He was my chum. Always he lay on the study rug at my feet while<sup>1200</sup> I was writing there. The study was his chosen *abiding* place when he was indoors.

From the day of Rex's death,<sup>1200</sup> Bruce would not set foot on the spot in the hallway where the crossbreed used to lie.

To avoid treading there he would make<sup>1200</sup> a circling detour on *entering* or leaving the study.

It was precisely as though he were walking around<sup>1200</sup> some unseen creature lying where Rex had been wont to lie.

Time and again I have tested this odd trait of Bruce's.<sup>1200</sup> More than once when some guest was at Sunnybank—Ray Long and Sinclair Lewis and Bob Ritchie among others—I would<sup>1200</sup> tell Bruce to go into the study and I would ask the visitor to watch his erratic course.

Invariably<sup>1200</sup> the collie would skirt widely that one tabooed spot instead of *traveling* in a beeline.

• • •

So much for my four<sup>1400</sup> facts. I *refuse* to draw an inference from any of them. I don't pretend to say whether or not any of<sup>1400</sup> them is *significant*.

They happened. That is all I can vouch for.

Add them up to suit yourself; or brand the whole lot<sup>1400</sup> of them as an *uninteresting jumble* of lies. Moreover, they can be explained, perhaps, on normal grounds. For<sup>1400</sup> instance:

It may be that Healy remembered how Rex had lain at my feet in other years; and that by some

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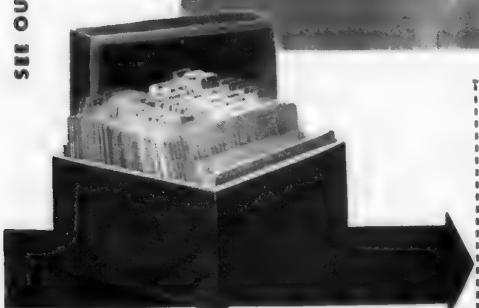
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throwback<sup>180</sup> of memory, he *imagined* the cross-breed had been there on this particular evening.

Or by the flickering<sup>180</sup> firelight, he may have mistaken one of the collies for Rex. (Though I did not recall that any other dog had<sup>180</sup> been indoors.) Either of these *suppositions* is quite within reason.

It may be that Grannis—the man who was drinking<sup>180</sup> beer with me in the dining room—also mistook one of my long-haired collies for a larger and short-coated<sup>180</sup> dog of somewhat different color and with Rex's nose scar.

The sunlight may have been in the man's eyes. Possibly<sup>180</sup> such a mistake could have been made.

It may also have been mere coincidence that he chanced to describe a dog whose<sup>180</sup> general appearance was like Rex's.

Bruce may have taken some wholly explainable dislike to treading on<sup>180</sup> that one bit of hallway. He may at one time have slipped there when the floor was new-oiled; or he may have picked up a pin<sup>180</sup> or a tack there in one of his feet.

Such a happening might have given him an aversion to that patch of flooring.<sup>180</sup> The fact that Rex used to lie there may have had nothing at all to do with his avoidance of it. As for his<sup>180</sup> skirting it because he was walking around an invisible ghostly animal—that idea is perhaps too<sup>180</sup> absurd to touch on!

It does seem fitting, though, that the only ghost story I have to tell of Sunnybank should concern<sup>180</sup> Rex, the crossbreed whose devotion to me in life was so *extraordinary* that everyone noticed<sup>180</sup> it, and who died in disgrace after his battle with gallant old Lad.

Sitting here on the Sunnybank veranda<sup>180</sup> in the twilight Larry Trimble listened to the story I have just told you. Then, speaking half under his breath, he<sup>180</sup> told me a companion tale to it. I asked him if I might use it sometime. He said I might. So I am taking<sup>180</sup> advantage of his leave.

Larry Trimble, by the way, was the first man to create a really great dog story for<sup>180</sup> the screen. His hero was the grand police dog, Strongheart. And "Strongheart," I think, was the name of Trimble's mightily<sup>180</sup> successful picture.

(The screen is waiting for good dog stories—though its magnates don't seem to know it—and Trimble was the<sup>180</sup> first to scratch the surface of a bottomless vein of gold.)

Here is the yarn he told me: (1915)

*(To be concluded next month)*

## May

From "The Death of Our Almanac"

By HENRY WARD BEECHER

O FLOWER-MONTH! perfect the harvests of flowers. Be not niggardly. Search out the cold and resentful nooks that refused<sup>180</sup> the sun, casting back its rays from disdainful ice, and plant

flowers even there. There is goodness in the worst. There<sup>180</sup> is warmth in the coldest. The silent, hopeful, unbreathing sun, that will not fret or despond, but carries a placid<sup>180</sup> brow through the unrinkled heavens, at length conquers the very rocks, and lichens grow and inconspicuously blossom.<sup>180</sup> What shall not Time do, that carries in its bosom Love? (90)

## Qualifications Business Demands of Business and Commercial School Graduates

By MABEL STOAKLEY

EACH SUCCESSIVE YEAR the demands of employment are more exacting. More is demanded of an employee than<sup>180</sup> mere knowledge of book-keeping and mathematics—more than the good old "reading, writing, and arithmetic"—more than<sup>180</sup> a certain number of words per minute in taking dictation, more than speed and accuracy on the typewriter.<sup>180</sup> Not that we would deprecate any of those accomplishments. They are all fundamentals—all necessities<sup>180</sup> without which business could not function.

But times do change, and we must change with them. A longer period of<sup>180</sup> preparation and a broader background of education and experience are required for office workers than<sup>180</sup> formerly,

## SUMMER SESSION BUSINESS EDUCATION

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Los Angeles, Calif.

for competition is keen for positions, and one out of every seven applying is a<sup>200</sup> university graduate.

From our knowledge and practical experience of the qualifications that<sup>100</sup> business demands today of a graduate of a business or commercial school, let us consider a few facts<sup>150</sup> which are undoubtedly outside the general curriculum, and are requisites to final business success.<sup>200</sup>

The departments of a modern office as you know are interlocking, which implies a close association<sup>220</sup> and coöperation on the part of every individual on the staff. There is no such thing as a<sup>240</sup> lone wolf worker in the system of modern business.

That is one reason why coöperation and the ability<sup>260</sup> to get along with others rate in some cases even higher than efficiency. A person who just<sup>280</sup> can't get along with his or her fellow workers may stir up an office or a department to such a pitch it<sup>300</sup> is more economical to let her go in spite of all her efficiency, and hire someone, less capable<sup>320</sup> perhaps, but whose easy disposition and sense of team work makes the whole group more efficient.

What does the business<sup>340</sup> world expect and like of a young business man or woman? Well, after thinking over the things we do not like, I<sup>360</sup> will say that we do like to see coöperation and a willingness—a determination to learn.

An<sup>380</sup> employment manager or personnel director today asks himself, "Will this girl graciously and willingly obey<sup>400</sup> orders? Will she willingly coöperate with her superiors in the office? Will she adapt herself<sup>420</sup> to the preferences and requirements of the firm—and be big enough to discipline herself to the authority<sup>440</sup> of the business world?

"Is she going to maintain harmony in the office, not antagonizing her<sup>460</sup> fellow employees; using

tact and good nature in difficult situations, keeping her own personal<sup>480</sup> opinions in the background?"

*And the determination to learn*—there's the keynote to business success.

Some employees<sup>500</sup> are satisfied to confine their efforts to their own particular job, not realizing the need of a broader<sup>520</sup> vision of service. That is one big difference we notice between girls and boys.

Put a boy into a plumbing<sup>540</sup> concern or a publishing house and usually he begins to ask questions about the stock. He is<sup>560</sup> interested in the details of manufacture, finds out the volume of business being done, makes friends in various<sup>580</sup> departments, and gets himself ready for a better position.

A girl will do her work just as well, is<sup>600</sup> efficient and perhaps more agreeable, but at the end of several years, she will not know nearly so much about<sup>620</sup> the business as a boy has learned during the same period.

It doesn't matter so much what the position<sup>640</sup> is nor what kind of business one enters, but what does matter is one's determination to learn all he or she<sup>660</sup> can about the work of associates, the work of other departments, and the business as a whole.

A few minutes<sup>680</sup> of luncheon time, some judicious questions here and there, a study of catalogs, price lists, advertising, and<sup>700</sup> trade papers; a visit to stock rooms, supply houses, or mills; an occasional half hour before or after work<sup>720</sup> studying methods and materials will be one of the wisest investments of his or her time ever made.<sup>740</sup>

He or she will be giving himself or herself a business course that will surely help in advancement. It takes<sup>760</sup> discipline and effort but this policy of coöperation and a determination to learn will bring<sup>780</sup> valuable rewards to the boy or girl eager to gain a real success in business.

Persons now in positions<sup>800</sup> can overcome the lack of educational background through study and alertness to new methods and devices.<sup>820</sup> Skill in the operation of office machines is an asset. There is increasing use of machinery<sup>840</sup> for speed and economy.

The great need in business is for persons able to take responsibility and<sup>860</sup> for persons who are adaptable and versatile.

There is a tendency to break down general clerical<sup>880</sup> work into specialized units, and the need of preparation for a broader field of work if one would advance.<sup>900</sup>

Advice which I would pass on to students entering their first jobs might be summed up as follows:

"Take your job seriously<sup>920</sup>—ask no favors because of sex—observe meticulously the rules and regulations of the employer<sup>940</sup>—leave discussion of personal affairs behind when you report for duty—be loyal—be healthy—make yourself<sup>960</sup> indispensable—learn as much as possible about your company's business—improve yourself culturally<sup>980</sup>

as a man or a woman and as a factor in your community.

Applying for a position too<sup>1000</sup> many applicants give the impression they have simply wandered in, equipped with nothing but their desire for a<sup>1020</sup> job; and the greatest blunder of many applicants is that they know nothing about the organization they<sup>1040</sup> seek to join, or why they are applying for some particular job. An applicant should be able to state clearly<sup>1060</sup> just what he or she has to sell to an employer. As an employer will take it for granted that the<sup>1080</sup> applicant has good health, honesty, intelligence, and willingness to work. Those things are as essential as four wheels<sup>1100</sup> to an automobile, and the steering wheel of the automobile is the ability to use ideas which<sup>1120</sup> come to us.

Every young man or young woman should ask himself or herself, "What do I want?" "Where am I going?" "How<sup>1140</sup> do I intend to get there?" "What do I intend to do when I arrive?"

The majority of dismissals, apart<sup>1160</sup> of course from economic reasons, are due to something fundamentally wrong with attitude: insubordination,<sup>1180</sup> general unreliability, trouble making, loafing, dissatisfaction, and habitual<sup>1200</sup> lateness.

This indicates that courtesy and those personal traits that promote social effectiveness are much<sup>1220</sup> more important in comparison with specific skills than the schools have realized.

From a study of ten thousand<sup>1240</sup> men, made under the auspices of the Carnegie Foundation, to determine what factors made for success<sup>1260</sup> or failure in business, it was found that technical training counted only fifteen per cent and personal<sup>1280</sup> qualities eighty-five per cent in the individual's success. It was interesting to see that "attitude"<sup>1300</sup> was the first necessary quality listed and that "adaptability" was not far behind.

It has often<sup>1320</sup> seemed that business firms should give an "attitude" test to all applicants for positions, corresponding to the<sup>1340</sup> aptitude test upon which so many colleges base their decisions on admissions. For if an employee's<sup>1360</sup> "attitude" is wrong, if she carries a chip on her shoulder, is always looking for trouble, and is not<sup>1380</sup> cooperative, it does not matter how much skill or ability she has, nor how good her manners, the odds are heavy<sup>1400</sup> against her from the start.

The person with the right attitude is square with the firm he or she works for. She will<sup>1420</sup> not arrive late in the morning, nor will she take more than her allotted time for lunch, nor will she occupy busy<sup>1440</sup> phones with personal conversations. She will be fair in the division of work. I have seen girls make positions<sup>1460</sup> for themselves out of part-time jobs by deliberately doing things which were not their work. The young man or young<sup>1480</sup> woman who goes around digging up things to do may not be popular with the staff, but the office manager<sup>1500</sup> soon spots him or her to be promoted.

Acceptance of the rule of precedence in business

is also important.<sup>1520</sup> The individual is only as important as his or her position. Since this rule, the keystone of<sup>1540</sup> business procedure, corresponds to the precedence in the army, the wise private in the ranks early schools himself<sup>1560</sup> or herself to do the required saluting. Who knows? He or she may become a Colonel one day!

Appearance<sup>1580</sup> counts seventy-five per cent in getting a job. Out of a number of girls who go out on an interview, the<sup>1600</sup> best appearing one gets the job every time. Employers say "she must look right—we won't want any frowzy females<sup>1620</sup> around our office," or "I'd like to give Miss So-and-So the job, but she looks like the deuce."

It isn't fair that<sup>1640</sup> a more capable girl is turned down because of her appearance, but we might as well recognize the situation<sup>1660</sup> for what it is and meet it the best way we can.

Lincoln said that the Lord must have loved homely people because<sup>1680</sup> he made so many of them. A recent headline in our papers ran, "Charm study urged in business course." At a<sup>1700</sup> convention of the Eastern Commercial Teachers' Association in Philadelphia on April 16, Harry<sup>1720</sup> W. Nock, of the office department of the DuPont Company, urged commercial schools to establish<sup>1740</sup> courses in the developing of charm and personality if they want to continue placing their graduates<sup>1760</sup> in business, and stated that business wants the "charmer" rather than the ordinary girl.

The Beauty Editor<sup>1780</sup> of Pictorial Review sums up her findings in an article on "Beauty hints for job hunters."

She asked<sup>1800</sup> the personnel director of a large insurance company if preference was given to girls who are good<sup>1820</sup> looking and the answer was, "Yes, it is, partly to make our office look attractive, and partly because good looks,<sup>1840</sup> a good carriage, and a clear skin, are symptoms of good health, which is of serious interest to an employer.<sup>1860</sup> And partly because we think the kind of girl who takes pains to make the most of herself in every small detail<sup>1880</sup> of her appearance will also be orderly and painstaking in her work."

At a recent symposium for<sup>1900</sup> Cornell University's women students, a number of Cornell alumnae who hold important positions<sup>1920</sup> in the business world sought to lay down the rules whereby their undergraduate sisters may make their coming careers<sup>1940</sup> successful. "Education, perspiration, inspiration, and just plain brass" was one all-inclusive formula<sup>1960</sup> offered. "Enthusiasm at all times" was another. "Health, mental, physical, and moral" said one. "Save your health<sup>1980</sup> in your twenties, you'll have good need of it in your thirties," said another.

No substitute has been found for training<sup>2000</sup> and knowledge in one's field. All the skill one can muster is none too much for the person who wishes to be ready<sup>2020</sup> to do today's job and be able to adjust to tomorrow's.

Let no one say of us what W. J.<sup>2040</sup> Cameron, of the Ford Motor Company, said of another: "He

did not invest in himself. Serious thinking<sup>200</sup> was too hard on his head. Good books required too much of his time. He wanted to be a passenger in the boat of<sup>200</sup> Life, but pulling his own weight blistered his hands. He knew how to arrange his hair but not how to arrange his mind.<sup>210</sup> Opportunity came and found him out."

What does the business world expect in a business or commercial school graduate?<sup>2120</sup> Native intelligence, technical excellence, attractive appearance, adaptability, good background,<sup>2140</sup> attractive personality, coöperation, enthusiasm, and loyalty.

Schools will make an important<sup>2160</sup> contribution in developing those qualities. (2170)

freight in *car loads* and *less than car loads*, from stations on the Dwight branch and<sup>40</sup> also from stations on the Peoria-Springfield Branch, are now being routed when destined to stations on the<sup>60</sup> Jacksonville division, the Kansas City division and also to stations on the main line. As I understand<sup>80</sup> it, there is no track connection at San Jose, which leads me to suppose that car-load shipments are perhaps routed<sup>100</sup> via Dwight; but of this, of course, I am not sure.

Kindly give me all the information that you can, so that<sup>120</sup> we may give the Peoria-Springfield Branch proper credit for all business that is routed that way.

Yours truly, (140)

## Actual Business Letters

### Railroad Correspondence

Colonel J. H. Wood  
General Manager's Assistant  
Chicago

Dear Sir:

I enclose bill of the Northern and<sup>20</sup> Southern Rolling Stock Co., for body of car No. 3515 and freight on trucks,<sup>40</sup> amount, \$212.95; as we have not received voucher in this office for it,<sup>60</sup> bill is referred to you.

Yours truly, (66)

Mr. Thomas B. Schoop, Agent,  
Illinois Central Railroad  
E. Moline, Ill.

Dear Sir:

Note information<sup>20</sup> furnished by the Car Accountant that I.C. car 19696 was handled at your<sup>40</sup> station March 15; and from information furnished by agent at E. St. Louis, this particular shipment<sup>60</sup> was in that car. I would like to know whether you checked same and can show delivery to connecting line.

Yours truly, (80)

Mr. H. J. Miller  
Ottumwa, Iowa

Dear Sir:

On February 16, we laid your claim No.<sup>20</sup> 5210 with several others under our draft No. 128389.<sup>40</sup> You presented this claim for the actual value of the shipment.

From information<sup>60</sup> furnished by our agent at destination, it would seem that the shipment was delivered, but was slightly damaged.<sup>80</sup> You should, therefore, collect a portion of the invoice from your customer and remit the balance to us.

I wish<sup>100</sup> you would follow the suggestion made by our connections, and send your check at an early date.

Yours truly, (119)

Mr. C. J. Chisam, Assistant General Freight Agent.  
Warehouse, No. 2  
Springfield, Illinois  
Dear Sir:

Please<sup>20</sup> inform me as early as possible, how

## This Plastic Stone Remakes America . . .

Presented by courtesy of the Irving Trust Company, New York City, in a series on American Industries and Banking.

CEMENT is not new. It was used in Babylonia and ancient Rome. But discovery in the 19th<sup>20</sup> Century of the process of making "Portland" cement opened up new fields of usefulness. Though its manufacture<sup>40</sup> involves over eighty steps, cement, it is claimed, costs less per pound than any other manufactured product.

Concrete<sup>60</sup> roads, buildings, bridges, and dams have changed the face of the country, while giving a livelihood to thousands of workers.<sup>80</sup> In 163 cement mills, located in 35 states, other thousands find employment.<sup>100</sup> To supply these mills with raw materials, additional workers are kept busy in quarries. And every<sup>120</sup> year, to process the materials requires millions of tons of coal, millions of barrels of fuel oil, billions<sup>140</sup> of cubic feet of natural gas—all of which mean jobs, payrolls, money in circulation.

The Portland cement<sup>160</sup> industry is one of the largest users of shipping bags, and a good customer of the machinery, steel,<sup>180</sup> explosives, and firebrick industries. Its purchases of materials and supplies and its shipments—amounting<sup>200</sup> to over 114 million barrels of cement last year—contribute to the incomes of railroads,<sup>220</sup> trucking companies, and their employees. (227)

## By Wits and Wags

A teacher was explaining to a little girl how the trees developed their foliage in the springtime. "Oh, yes,"<sup>20</sup> said the little girl, "I know now. They keep their summer clothes in their trunks." (32)

Author (*in letter*): I am a very quick worker. I got through the enclosed article in an hour and thought nothing<sup>20</sup> of it.

Editor (replying): I got through your article in half the time and thought just the same. (38)

An Irishman carrying a large sack of potatoes along a lonely road was overtaken by a man driving a team hitched to a wagon.

The driver offered Pat a lift, which he gladly accepted, but still kept the<sup>40</sup> sack of potatoes on his back. The driver told him to put them down in the wagon.

"Sure," Pat replied, "I'm thankful<sup>60</sup> for the lift ye give me, but I don't want ye to be burdened with the taters as well." (75)

"Why did you break off your engagement with that school teacher?"

"Every night I failed to show up she wanted a written<sup>20</sup> excuse." (22)

An old lady rapped on the window of a tiny station booking office. "I want a ticket for Florence," she<sup>30</sup> announced.

After hunting vainly through several railway guides, the clerk returned to the window with a somewhat ruffled<sup>40</sup> temper. "Where is Florence, anyway?" he demanded.

"That's her—the little dog sitting over there with the luggage,"<sup>50</sup> the old lady answered sweetly. (66)

## The Boy and the Butterfly

(Junior O. G. A. Test for May)

A BOY greatly smitten with the pretty hues of a butterfly, pursued it from one flower to another to<sup>20</sup> catch it. First, his aim was to surprise it among the leaves of a rose. Then, he tried to catch it with his hat as it<sup>40</sup> fed upon a daisy. Now, he hoped to get it on a sprig of myrtle; next, he felt certain of his prize when<sup>60</sup> he saw it in a bed of violets. But the fickle fly flew from one blossom to another and eluded<sup>80</sup> his attempts.

Just then he saw it buried in the cup of a tulip and made a lunge for it. He snatched it up with<sup>100</sup> such violence that he crushed it in his hands. "How lovely while I was chasing it," he murmured, "but how easily<sup>120</sup> it perished in my grasp." (124)

## Aristotle's Advice to Alexander

(May O. G. A. Membership Test)

"My SON, hear with attention; and if you retain my counsel you will receive great honors. There are seven points to<sup>20</sup> be regarded. First, that you do not charge the balance too much. Second, that you do not feed a fire with the sword. Third,<sup>40</sup> stress not at the crown; nor, fourth, eat the heart of a little bird. Fifth, when you have once be-

gun a proper task, never<sup>60</sup> turn from it. Sixth, walk not in the highroad; and seventh, do not allow a prating swallow to possess your eaves."

The<sup>80</sup> great king carefully considered the meaning of these puzzling directions; and, obeying them, experienced their<sup>100</sup> worth to the end of his life. (105)

## May Transcription Project

Dear Mr. Phillips:

It is the little finishing details that often put the final touch of beauty to a<sup>20</sup> house—trim, doors, windows, floors, to say nothing of the mantel under which flames a welcome fire. Nor of the stairs which may<sup>40</sup> be the main feature of a fine entrance hall!

A number of such details are described in "Make Your Home Beautiful."<sup>60</sup> Here are pictures of lovely entrance doors, interior doors, and fascinating fireplaces, china closets for<sup>80</sup> the formal and not so formal dining room, stairways and other details of beauty which must be built in.

Did you<sup>100</sup> ever stop to think that your house and grounds—as well as your children and pets—should be taken care of? Some people never<sup>120</sup> think of a fence until the need for it arises. Our folder describes the different kinds of fence and tells<sup>140</sup> the purpose for each type.

Why not send for this booklet and make your house cheerful inside as well as out?

Yours truly, (160)

Dear Mrs. Cook:

The grown-ups, who at heart are little boys and girls afraid of the dark, may pamper themselves now without<sup>20</sup> spending a mint of money, by buying one of the new night-lights which fill a room with a soft moonlight glow. The<sup>40</sup> tiny bulb fits into a standard socket and will give you enough light to see during the dark hours, and won't use<sup>60</sup> up much electricity. It is splendid for the bedroom, hall, porch—and a special help when placed immediately<sup>80</sup> above the house number. Your friends will appreciate that bit of consideration for them.

This is just one<sup>100</sup> of the many unusual articles to be found in our new department. Won't you visit us and see our<sup>120</sup> new fifth floor?

Very cordially yours, (126)

—o—  
IF communities were wise they would prefer to have their teachers get lots of fun out of life in the hope that they'd put more in. Teachers should seek the companionship of people in other fields of endeavor—not to get themselves unduly involved in all sorts of committees and causes but to learn what life is like to others, to discover how other people look on the world—"Keeping Human," James M. Spinning, *The Nation's Schools*.